

# Enhancement of Students' Understanding of Marketing Management Seminar Courses with STAD Method (Student Teams- Achievement Divisions)

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**Keywords:** Marketing Management Seminar Courses, Stad Method (Student Teams-Achievement Divisions), Student-Centered Learning.

**Abstract:** Marketing Management Seminar courses are given in even semesters. The evaluation of the value conducted last year revealed that already existing online companies were dominantly chosen to imitate the discussion of the case. This lowers students' analytical and achievement abilities and interaction skills. These shortcomings can be overcome by applying STAD method (Student Teams - Achievement Divisions). STAD learning Method includes cooperative learning which encourages students to cooperate in a joint task, work in groups by coordinating their efforts to complete the task given by the lecturer. The purpose of cooperative learning model is to increase students' academic achievement by accepting diversity from their friends, as well as to help students develop social skill. Marketing Management Seminar Classes consists of 28 students who are divided into seven groups, each of which consists of 4 students. Before discussing the case, of the lecturer describes the concept in the chapter. Case presentation follows up a week after the material has been given by the lecturer. Case distribution is determined by the lecturer. Implementation of case study teaching models provides significant results. The benefits of STAD method provides intertwined cooperation among between students in completing their tasks, it improves students' creativity by increasing their academic analysis, achievements and social interaction.

## 1 INTRODUCTION

Marketing Management Seminar courses can be described as courses designed to enhance students' insight in discussing the application of Marketing Management concepts within organizations and society. Students will conduct evaluations and applications of theories that have been accepted in courses related to marketing sciences such as Marketing Management, Consumer Behavior, and Strategic Marketing courses into practice through case discussions. Students will be given the opportunity to apply theory through analysis of various cases from the business world that are directed to strengthen the understanding of the concept of Marketing Management

Previous assessment conducted on the course consisted of giving group assignments, quizzes, individual assignments, midterm exams, and semester final exams and evaluating students in the form of questionnaires to assess the effectiveness of

the learning methods applied. Group assignments are given by analyzing cases determined by lecturers, adding questions that they will answer according to the discussion of chapters per chapter in the main reference book (textbook).

During this time, the teaching process of Marketing Management Seminar courses offered in even semester in the Management Department, Andalas University, uses teaching methods more by emphasizing on the understanding of marketing management concepts/theories through seminar methods by discussing cases that will be chosen by the students who are divided into small groups in the class. So that Consequently, this allows students to choose the cases that are easiest for them to discuss and they can google the case online. From the observations made in the last even semester that used this method, it is seen that students tend to choose already existing establishments to analyze because they no longer require thinking, as the analysis and discussion of the case have fully been presented by the company. Therefore, this does not deepen their

analytical ability in solving current marketing cases. As a result, students only copy without understanding the purpose of the assignment given and the final value obtained is not maximal because of the weak foundation of the concept they have.

Teaching materials that have been developed so far are in the form of hand out and power points and a review of the primary textbooks, namely Marketing Management books written by Phillip Kotler and Kevin Lane Keller Edition 15 E as the main reference books (Kotler and Keller, 2016). Moreover, teaching methods that apply lecturer-centered learning patterns are rated inadequate to be practiced today to achieve educational goals based on the outcomes of learning outcomes. To overcome this problem, the use of the Student Teams Achievement Division (STAD method) method is considered more optimal to achieve learning objectives.

The purpose of applying this teaching method is to: 1) master the application of the Marketing Management concept as a theoretical basis, 2) analyze various problems in the organization and society, 3) apply theory, and 2) analyze problems and develop alternative solutions to various problems encountered in marketing, 5) evaluating and criticizing various current issues in the field of marketing

This teaching method is useful for 1) developing students' academic achievement, 2) strengthening interpersonal relationships between students because they apply cooperative strategies, and 3) giving high motivation and confidence to students through the ability to express their opinions during group discussions

## 2 METHOD

The teaching method that will be applied to the Marketing Management Seminar class is the STAD method (Student Teams-Achievement Divisions). The method of teaching with the STAD (Student Teams-Achievement Divisions) model is one of the innovative patterns of student-centered teaching that is beginning to be practiced to overcome limitations in lecturer-centered teaching methods. The SCL method is currently considered appropriate to achieve educational goals based on learning outcomes (LP3M, 2014). This is based on a number of reasons, namely: 1) rapid development of science and technology with various facilities to access it, 2) changes in work competencies that take place very quickly and which require more flexible materials and learning processes, 3) the need to accommodate

participatory democratization in the learning process. Therefore, future learning is encouraged to be student-centered. Because the achievement of graduate learning is possible through a learning process that prioritizes the development of creativity, capacity, personality, and needs of students, developing independence in searching and finding knowledge.

According to LP3M Andalas University (LP3M, 2015), this method is a powerful strategy in student-centered learning because it can improve critical thinking, communication and interpersonal skills. Because this method can bridge the gap between concept/theory and the practice faced in the field

Some of the methods used for student assessment are 1) quiz method, two times before Midterm Examination. Therefore, lecturers do not rely on midterm scores and final exam scores only to evaluate the learning process; 2) Giving Midterm Examination in the middle of the semester at the 8th meeting and 3) Giving the Semester Final Examination at the end of the lecture meeting, which is the 16th week; and 4) Providing individual assignments to students, 2 weeks before the Semester Final Examination and collect the individual assignments during the Semester Final Examination.

Evaluate the final assessment system in the form of semester scores which is loaded with Marketing Management Seminar lecturers at Universitas Andalas's portal. The curriculum used in the teaching of Marketing Management Seminar courses is a curriculum that has been prepared by the Department of Management, Faculty of Economics, Andalas University.

The learning technology used is optimizing the use of laptops, powerpoint and LCD software that will display and explain the results of case analysis that will be presented by the group for feedback from the audience. To stimulate student activity and participation the audience will be given a separate value, but the activeness value of the technology used will help the learning achievement with the STAD method.

The parameters for Classroom Action Research (CAR) for Marketing Management Seminars courses include: 1) learning outcomes through quizzes, Midterm and Final Examinations as well as individual assignments that will be collected during Final Examination, 2) distribution of students' final grades, 3) level individual participation in the presentation process by the presenting group and 4) assessing students' responses regarding the development of the learning method with STAD method through questionnaires administered to students during the

final semester examination, and in order to assess the effectiveness of the implementation of learning by STAD method (Student Teams-Achievement division).

### **3 RESULTS**

The changes in teaching methods for Marketing Management Seminar courses were based on observations of lecturers who teach Marketing Management Seminar courses. The application of STAD teaching model provides significant results, namely, 1) a positive and conducive learning atmosphere because of the confidence of students in expressing their optimal opinions in group discussions, so that the class flows dynamically without boredom, 2) increased teamwork because students discuss the cases in their group, 3) increase of students' interpersonal relationships so as to create a positive impression between group members by motivating them to provide discussion results.

### **4 CONCLUSIONS**

Learning method using STAD method will be effective, if it is applied in a small class with 20-30 students so as to intensively monitor the improvement process of students' achievement, motivation and interpersonal abilities and to make the absorption of teaching material more effective and optimal.

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