

PROCEEDINGS

International Conference on Management, Hospitality & Tourism, and Accounting (IMHA) BINUS 2010 Knowledge Management, Corporate Sustainability & Services In Global Competition

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ISBN : 978 – 979 – 18783 – 1 - 9

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Warmest greetings!

The 2nd International Conference on Management, Hospitality & Tourism and Accounting is a significant contribution towards our commitment for quality research in Management, Hospitality & Tourism and Accounting and related areas. The theme of the conference is on Knowledge Management, Corporate Sustainability & Services in Global Competition addressed all the problems and issues that challenge the modern world of management, economics, psychology, sociology and social sciences.

Participants, researchers and speakers from across the globe joined us on this auspicious occasion. This gathering of international researchers, academicians and management practitioners provided an exclusive opportunity for sharing the innovative ideas, practices and research findings for the development of humanity. The conference is also intended to encourage international participation and contribution to not only Indonesian academes and research practitioners but as well as to our overseas colleagues.

The augmentation of Research Scholars was another destined outcome which the organizers looked forward to. I think this conference has been a vital contribution to our dedication for quality research in various field of business studies. Therefore, I hope every participant would enjoy and get the benefit from this occasion.

At last, I would like to congratulate to all members of the seminar committee for their hard work, support and effort in making the event successful.

Dr. Engkos Achmad Kuncoro SE., MM
Dean of Faculty of Economics and Business



Warm Greetings!

First and foremost, I would like to welcome the delegates, speakers and participants to this 2010 International Conference on Management, Hospitality & Tourism and Accounting (IMHA). The Asian Academy of Management (AAM) , through its Indonesian Chapter, is honored to be associated with this conference. I would like to take this opportunity to thank Binus University for their invitation to AAM to be part of this important gathering of academicians, business practitioners and policy makers.

Asian Academy of Management was established in June 1994 through the initiatives of a group of Asian academics from various institutions. AAM, which is currently based at Universiti Sains Malaysia, provides an avenue for the academicians to disseminate and share ideas on the latest business and management related areas through various activities like its organization of biennial conference and publications of journals. The Association seeks opportunities for collaboration among members to promote awareness and interest in the field of management. In 2008, AAM has established its Indonesian Chapter in order to better promote itself in Indonesia.

This 2010 IMHA conference is definitely in line with AAM's objective and aspiration to promote the management field. With the theme "Knowledge Management, Corporate Sustainability and Services in Global Competition", this Conference should provide a good opportunity to policy makers, business practitioners and academician to come together and exchange their thoughts and views in addressing global competition. As the world has seen, globalization has brought about many changes in the way business organizations and even governments orientate their operation. Issues related to knowledge management and sustainability in the globalized world are gaining more and more importance, which are indispensable to the businesses and governments. The organization of this conference is thus very timely.

With that I sincerely wish to congratulate Binus University for organizing this conference. I hope the findings and resolutions from this event would be beneficial to all.

Thank you

Assoc. Professor Zamri Ahmad
President Asian Academy of Management,
Penang, Malaysia



Preface!

Not an easy work to to string up word per word so that become beautiful sentence to be read, not also easy work to to string up sentence so that become a masterpiece of competent research to be presented in international forum.

IMHA Event - 2010, this time trying to put and combine artistic and science aspect. aspect of Science can be seen from theme carried that is : *Knowledge Management, Corporate Sustainability & Services In Global Competition*, while the artistic aspect from this conference is peeping out of immeasurable source seminar speaker which invited and immeasurable paper from writer. aspect Artistic also can be seen from peeped out from immeasurable format per session, from monologue format from keynote speaker, limited discussion format in presentation paper, seminar format, and also talk show format.

From words above, comitee hope all invitation, all resource person, writer, and this competitor Conference may feel existence process knowledge addition and knowledge with beautiful way.

I sincerely hope that this endeavor by IMHA – 2010 will benefit all participants by utilizing the knowledge and networking therein to address business challenges facing the world to make this world a better place to live. God bless you!

Jakarta, 12-13th November 2010

Haryadi Sarjono ST., MM., ME
Chairman of International Conference Committee

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MANAGING THE INITIATING STRUCTURE SYSTEM IS BEST TEACHING METHODOLOGY FOR HANDLING TROUBLE MAKER EFFECTIVELY

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ABSTRACT

Learning mechanisms with a system of "CBMA" which means an active student learning environment refers to the adaptation of global education, in order to exist and transparent in objective scientific mindset rational and realistic. Accelerating the management of universities, adaptive and effective requires support integrative holistic mindset. The purpose of this paper is to coaching the troubled student. The research method used is the "experimental method" while the research site in Bina Nusantara University, 2009-2010 seisms one semester on student semester five (5) management at the faculty of economics majors. And discussion can be concluded that for students with problems can make coaching approach by giving understanding to the spa to be done, how something should be done, when and where one was made. (Tasks and obligations the student) to go in a disciplined and orderly learning mechanism.

Keywords : Learning Mechanism, CBMA

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INTRODUCTION

Education is a life long process that involves the physical, emotional, cognitive and social aspects of each person. As a Lecturer, it is important to be a life long student. Creating a positive studying environment in which each student is valued and respected as a unique individual with limitless potential, is avery important component of being an effective lecturer. It is vital to foster a safe environment, free of danger, in which the students feel comfortable to discover, explore, and make mistakes. Mistakes are opportunities to study, grow and develop. Teaching is not about handing out papers of information and reading them to the students. It is about being a role model, showing excitement for what lecturer and student are studying. Teaching is about creating new and inspiring things in teaching- learning process. Developing such an environment where the student is not afraid to ask questions brings a sense of confidence every single day.

Home life is a major part of a student's studying experience. It is important as a lecturer to develop a cooperative relationship with community, outside of the school setting, who lecturer their student a home, enhances their student's skills and ability at university. It is important to encourage community to be actively involved with their student learning. A positive studying environment is fostered by the setting arrangements of the students. Placing student by other student with whom they can work will is important in the studying process. Having meeting with the lecturer is one of the good ideas to solve the student's problem. Relationship between lecturer and students are held a very crucial aspect also. When the students have problems, they are alerting us to the fact that something is wrong in their life. The problems in this article are to figure out how to handle trouble maker.

DISCUSSION

In Oxford advanced learner's dictionary:

1. **Noise** is a sound, when it is loud or unpleasant or disturbs or worries one.
2. **Naughty** is behaving badly.
3. **Extrovert** is a lively cheerful person who likes to be with others and to attract attention. According to *Carrie Banigan* that "Extrovert is a person who likes to interact with their surroundings and "outer" world." The 2 hypothesis formulas in this art are: (1) The language of unacceptance is more effective to handle the trouble maker, (2) The language of acceptance is more effective to handle the trouble maker.

As a lecturer who has faced kind of problems in their daily job and this is a chance for them to prove which hypothesis works to handle the trouble maker. Most lecturers are more than adequately sensitive in picking up the cues and clues of the students in sending their messages when they are experiencing

problems. They certainly hear plenty of such messages. However, recognizing when problems occur is not enough. Many times lecturer fails to be helpful because they say to a student with a problem that makes them often ineffective as a helping person.

Most lecturer send messages that communicate to the student that his daydreaming is unacceptable - that is, that lecturer wants him to change, want him to act as if he did not have a problem, wants him to be different, want him to stop having what ever problem he has. The language of the lecturer is what we call language of unacceptance.

All the possible unacceptance messages that a lecturer can send can be classified into twelve categories. These twelve kinds of messages tend to block further communication; they slow down, inhibit, or completely stop the twoway process of communication that is so necessary in helping students solve the problems that interfere with studying.

Suppose a student is having a difficult time getting an assignment completed. In one way or another he communicates that he has a problem; it is really bothering him. Following are five typical lecturer responses that communicate unacceptance. We have lumped in one way or another they all offer a solution or solution to the student's problem.

1. Ordering, Commanding, Directing

"Stop complaining and get your work done.

2. Warning, Threatening.

"You'd better get on the ball if you expect to get a gong grade in this class."

3. Moralizing, Preaching, Giving, "Should" and "Ought:

"You know it's your job study when you come to University. You should leave your personal problems at home where they belong".

4. Advising, Offering, Solutions, or Suggestions. "The thing for you to do is to work out a better time schedule. Then you'll be able to get all your work done.

5. Lecturing, Using Logic, and Giving Facts. "Let's look at the facts. You better remember there are only thirty-four more days of University. Complete those assignments."

Now examine the next three categories. They all communicate judgment, or put-down. Many lecturers believe that it is helpful to a student to point out his faults, inadequacies, and foolish behaviors. Three kinds of messages are employed for these purposes.

6. Judging, Criticizing, Disagreeing, Blaming. "You're just plain lazy or you're a big procrastinator."

7. Name-Calling, Stereotyping, Ridiculing. "You're acting like a fourth-grader, not like someone almost ready for University."

8. Interpreting, Analyzing, Diagnostic.

"You're just trying to get our doing that assignment."

Two other kinds of messages are attempts by lecturer to make students feel better, to make a problem go away, you to deny that he even a real problem:

9. Praising, Agreeing, and Giving Positive Evaluations.

You're really a very competent lecturer. I'm sure you'll Figure how to get it done somehow."

10. Reassuring, Sympathizing, Consoling, Supporting.

"You're not the only one who ever felt like this. I've bit that way about tough assignments, too. Besides, it won't seem hard when you get into it."

The most frequently used roadblock of all is probably category 11, even though lecturer realizes that questions often produce defensiveness. Also, questions are most often used when the lecturer feels he needs more facts because he intends go solve the student's problem by coming up with his best solution, rather than help the student to solve the problem himself.

11. Question, Problem, Interrogation, Cross-Examination.

Do you think the time did assignment was too hard?" How much time did you spend on it?"
 Why did you wait so long to ask for help?" How many hours have you put it?"

Category 12 consist of messages that lecturer use to change the subject, divert the student, or avoid having to deal with the students at all:

12. Withdrawing, Distracting, Being Forecasting, Humoring, and Diversifying.

"Come on; let's talk about something more pleasant." "Now isn't the time."
 "Let's get back to our lesson."

"Seems like someone got up on the wrong side of the bed this morning."

When a person is able to feel and communicate genuine acceptance of another, a possesses a capacity for being an effective helping agent. Acceptance of the other, just as he is an important factor in forecasting a relationship with the other person can grow, develop, make constructive changes, study to solve problems, move in the direction of psychological health, became more productive and creative, and actualize his full potential. It is one of those simple but beautiful paradoxes of life when a person feels that he is fear to move from there and to begin to think about how he wants to change, how he wants to grow, how he can become, how he might become more of what he is capable of being.

Acceptance is like the fertile soil that permits a tiny seed to develop into the flower it is capable of becoming. The soil only enables the seed to become the flower. It releases the capacity of the seed to grow, but the capacity is entirely within his person The capacity to develop. Acceptance is like the soil - it merely enables the young person to actualize his potential.

Why is a lecturer accepted such a significant positive influence on student this is not generally understood. Most lectures have been brought up to believe that if lecturer accept a student he will remain just the way he is , and that the best way to help him become something better in the future is to tell him what you don't accept about him now.

When lecturer how to demonstrate through their words an inner feeling of acceptance toward a student, they are in possession of a tool that can produce some startling effects. Lecturer can help a student learn to accept and like himself and to acquire a sense of his own worth. They can greatly facilitate his developing and actualizing the potential with which he was genetically endowed. They can accelerate his movement away from dependence and toward independence and self-direction. They can help him study to solve for himself the problems that life inevitably brings, and they can give him the strength to deal constructively with the usual disappointments and pain of childhood and adolescence.

To accept another "as he is" truly an act of love; to feel accepted is to feel loved. And in psychology we have only begun to realize the tremendous power of feeling loved: it can promote the growth of mind and body and is probably the most effective therapeutic force we know for repairing psychological and physical damage. 10 students to be observed and to prove which hypothesis works to handle troublemaker.

Tabel 1. The data of 10 students observed from August 2009-January 2010.

Name	Types Of Behavior		
	Noisy	Introvert	Naughty
Ananda Amelia	v	-	v
Faisal Hendrianto	v	-	v
Kaussan Hindragindo	v	-	v
Eric	v	v	v
Arni William Thomas	v	-	v
Devi Natalia	v	v	-
Vica Meranto	v	v	-
Rini	v	v	-
Arlen	v	v	-
Djunaidi	v	v	-

For almost one semester the writers worked together with those students and the used 2 hypothesis; unacceptance and acceptance. Finally got the conclusion of their observation.

It. is found that an extrovert student would enjoy working with other, group work and many activities.

He studies by explaining things to other, so he does well in group-work environments and extrovert extract his energy from his surrounding with others. The used the language of unacceptance to handle the extrovert one by giving order or command or direction. Ordered he did his own job and stopped to give any explanation. After a couple of days he didn't have motivation to do his works and he looked not enjoy his university time. All he did was, sitting down, did his work, and went home with nothing. It was different when the writers used the language of acceptance. The extrovert student shone in his fully spirit. He enjoyed his university time and always had ideas to be shared. Since the writers always supported his ideas and gave motivation of recognition.

Noisy student has higher blood pressure, more distractible and has more difficulty with complex puzzle and math problems. Noisy student gives up more quickly. He is less likely to take advantage of the choice offered. He doesn't habituate (get used) to the aircraft noise. When the writers used the language of unacceptance by doing warning or threatening the student seemed afraid but on the other time he forgot the warning and did it again. The second hypothesis and the reaction were really good. Choose some students who were not noisy and praised them, also used the word: thank you or.1 appreciate. This would catch his attention and he would correct their behavior.

All students are naughty. Naught behavior may be caused by the student testing our reaction to find out what's allowed and not allowed. Sometimes this behavior is isolated to one-off incidents, or it may be a phase your student is going through. Although we can't expect our student to be well behaved all the time, consistency in discipline, praise and attention can improve conduct. The writers were really struggled with the naughty student. When they used the language of unacceptance, they've found that the naughty students always wanted more attention from the environment. The writer's judge and blaming them as naughty students and they've been really bad. It was different when the writers used the language of acceptance.

Remembered somebody has written your messages today become his self-concept tomorrow. This is why talk can be either constructive or destructive to a student's self esteem and to the relationship you have with him. So the word active and also writers arranged activities that will involve the active students to do discussion or reading. Also made a very close relationship within them. This made the students knows that their student accept them and know how to behave in their environment.

Tabel 2. The Final Data Of The Observation. Bina Nusantara University Economic Faculty, August 2009 - January 2010

Name	Types Of Behavior		
	Noisy	Introvert	Naughty
Ananda Amelia	-	-	v
Faisal Hendrianto	-	-	v
Kaussan Hindragindo	-	-	v
Eric	-	v	v
Arni William Thomas	v	-	v
Devi Natalia	-	v	-
Vica Meranto	-	v	v
Rini	-	v	v
Arlen	-	v	v
Djunaidi	-	v	v

CLOSING

Conclusion

1. A wise men ever said your message today become his self concept tomorrow. That's why the good relationship between lecturer and student is illustration of a good team work.
2. The students who are noisy, naughty and extrovert are kinds of problem. They act uncontrolled and unexcellence of situation and condition that's very badly damage condition.
3. Trouble maker like noisy, naughty and extrovert can be handled by using initiating structure system. According to Ohio University there are four steps of solve the problem, such as what to do, how to do, when to do and also where to do.

Suggestion

In the end of the record academic, meet the lecturer and discuss about the students who has problems suggest some points to the lecturer:

1. Accept their student as a shining star.
2. Give the quality time to their student.
3. Teach the student responsible with his job.
4. Discipline is important in teaching methodology

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