THE INTRODUCTION OF PROACTIVE BEHAVIOR TO SCHOOL COOPERATION ADMINISTRATORS: STUDY IN CATHOLIC HIGH SCHOOL COOPERATION ST. LOUIS 1 SURABAYA

Sri Listyaningsih[1], J.G. Nirbito[2], Jimmy Ellya K[3]

Universitas of Ciputra Surabaya
INDONESIA
Emails: [1]listyaningsih31@gmail.com, [3]jimmy.ellya@ciputra.ac.id

ABSTRACT

This study aims at introducing proactive behavior to school cooperative board and members who have not completely comprehended it yet. In fact, they did not know how to proactively behave and implement them within the scope of school cooperative organization. This is a descriptive qualitative study using a depth interview with three performing as the key informants. In addition, the questionnaires as the research instruments were distributed among 20 cooperative members. Both the hypothetical standard deviation and mean hypothetical formula were used to calculate the percentage of each dimension in data analayis. Six dimensions of the introduction of proactive behavior were identified such as identifying and capitalizing the opportunities, creating favorable conditions, carrying out socialization, seeking feedback, identifying sales problem (issue selling), and creating innovation. Carried out through workshops and mentoring, the introduction of the pro active behavior has ssignificantly increased the proactive behavior management quality to the members of the school cooperation.

Keywords: proactive behavior, school cooperative, workshops and mentoring

INTRODUCTION

Having proactive behavior is very important for people. It is because people with this behavior are able to transform the organization's missions, identify and solve the problems and always try to make positive changes in the surrounding environment. The opposite of being proactive is being passive or reactive. People who are passive or reactive tend to adapt or compromise with the current conditions, rather than to reinvent them with positive influence (Seibert, Crant, and Kraimer, 1999: 417 in Machrus, 2005:7).

In the context of this research, proactive behavior of the cooperative school administrators is not yet fully visible, meaning that the administrators still do not know how to behave proactively and implement them within the school organization context. Therefore, it is necessary to take some steps further and do the best way, that is, by introducing a proactive behavior to all cooperative school administrators.

According Nirbito (2013), school cooperatives generally still face the problems. They have not met curriculum demands. By contrast, the existence of cooperatives should be viewed as media for students to learn about cooperatives. In accordance with the curriculum demands, cooperative education goals concern the realm of skills and attitudes. Accordingly, learning is carried out through practice at the school cooperative. School cooperative learning is an integral part of the teaching and learning activities in the classroom to suit the demands of cooperative education in the school curriculum.

The educational school cooperative in SMAK St. Louis 1 aims to achieve the following goals: to equip the students with favorable cooperatives practices in the attainment of various school needs. Accordingly, the students can grow the spirit of solidarity, mutual respect, equality, and mutual cooperation to each other. In addition, they are also encouraged to foster their sense of love to schools, and cultivate entrepreneurship skills, democracy, creativity, skills, knowledge, and so forth. Regardless of the aforementioned objectives, the prevailing gap between expectation and reality still exists.

The cooperation board members were not accustomed to acting proactively with the peer supervisors in terms of planning and carrying out the programs. Moreover, the students could not improve their skills, especially in developing innovative product designs, marketing/ product promotion and customer service. School cooperation administrators kept running regular programs that were relatively the same from from year to year. Moreover, only very few students explored their ability and self-development outside extracurricular activities. Based on these rationales, the introduction of proactive behavior is then carried out.

LITERATURE REVIEW
Perilaku Proaktif

Crant (2000:436) defines proactive behavior as follows: "*proactive behavior as taking initiative in improving current circumstances or creating new ones; it involves challenging the status quo rather than passively adapting to present conditions.*"

Furthermore, he mentions their characteristics in the following table.

Tabel 1. The Characteristics of Proactive Behavior

General action	• *identifying opportunities to improve things* • *challenging the status quo* • *creating favorable conditions*
Context specific behavior	• *socialization* • *feedback seeking* • *issue selling* • *innovation* • *career management* • *stress coping.*

Source: Crant (1993:428)

In this study, the characteristics of proactive behavior are limited to the conditions and school's needs. For example, general action is limited to identifying opportunities to improve things and creating favorable conditions. Meanwhile context-specific behavior is limited to socialization, feedback seeking, issue selling, and innovation.

Each characteristic is described in the following explanation. Proactive people are usually active to seek information and opportunities to improve things. Accordingly, they are not passively

waiting for the information and opportunities to come to them. Proactive personality is not limited by something situational and changes in their environment. By contrast, they keep identifying opportunities and taking action, initiative, and are able to survive until meaningful changes occur.

Conversely, people who do not have proactive attitude tend to fail to identify, let alone seizing the opportunity to change things. Individuals who are not proactive will act passively and reactively: they prefer to adapt to circumstances rather than to change it. Bateman and Crant (1993) argues that proactivel individuals create environmental changes; meanwhile, those who are less proactive take a more reactive approach to their work.

The first specific characteristic of being proactive people is to concern socialization. Socialization is the process by which new comers are willing to learn certain behavior and attitude required to be effective participants (Fisher, 1986). Secondly, proactive people are eager to seek feedback. Ashford and Cummings (1983) argue that there are two ways that proactive people do when dealing with feedback: they ask for direct feedback or conclude it based on their observations in the work (monitoring). Feedback is a valuable resource for people as it helps them to produce and achieve goals.

Selling issue is next characteristic of proactive behavior. Sale isssues (Dutton & Ashford, 1993) concerns the view that managers will proactively influence the issues of strategy formulation process by drawing the attention of others and influencing their understanding of the particular problem of sales.

The next proactive behavior is innovation. Innovation refers to the process of producing, adoption, and implementation of useful ideas, including the adaptation of products or processes from outside the organization (Kanter, 1988; Van de Ven, 1986).

Patel (2003) cited Siswati (2011: 77) defines proactive behavior as an attempt to take the initiative in promoting ideas and creativity-new creativity to change the status quo rather than just act passively in the face of current conditions. Such a definition is in accordance with the statement by Ashford and Black (1996), namely, individuals who all work to become more active tend to be more successful at adapting to the organization. Bateman and Crant (1993: 104) define the basic form of proactive personality as someone who is not constrained by the relative strength of situational. Instead, he or she is able to influence and make a difference to the environment.

Sean quoted by Machrus (2005:7) mentions that proactive behavior people are willing to take initiatives and are able to control their own lives and make choices according to values. They are fully aware of the fact that they can not control everything. In short, proactive behavior indicates willingness to act not for the sake of being the target action. By contrast, they are capable of being the driver of their own life. They base their choice based on their values and awareness of their own limitations

Cooperative

Cooperative is a business entity consisting of individuals or legal entities whose activities are carried out based on cooperative principles as people's economic movement as well as family principles. There are primary and secondary cooperations.

School cooperative

School cooperation is a cooperative established in the school environment that engages students while coordinated by teachers and principals. School cooperation can be established at various levels according to levels of education such as elementary school cooperations, junior high school cooperations, high school cooperations and so on.

The characteristics of school cooperatives are as follows.

1) They are established to fulfill the needs for teaching and learning activities at schools.

2) Its members are the students/pupils of the school in question.

3) The form of the school cooperations is not incorporated since its establishment is related to teaching and learning.

4) They serve as a laboratory or media practices for teaching school cooperative.

School cooperation is a cooperation established in the school whose members consist of teachers and students. Teachers usually guide the students to run the coopration. School cooperations aim to teach students to be independent and skilled entrepreneurs. They are also intended to foster self-confidence, creativity and innovative personalities. Hence, after graduation, they can develop these skills. They become individuals who do not become job seekers only but they can open up employment opportunities, especially for themselves.

Previous Studies

Topics on proactive behavioral have been studied by number of researchers such as Siebert, Crant and Kraimer (1999). They studied proactive personality and career success. They argue that a career in the 21st century becomes increasingly boundaryless/without protection. This means that people now tend to have a work plan, various kinds of expertise and work in different kinds of companies. In addition, they become increasingly responsible for managing their own careers.

Research on the the effects of personality on work outcomes can be found in study by Ashton (1998). Other are like job satisfaction (Judge & Locke, 2000), career satisfaction (Siebert, Crant & Kraimer 1999). Judge, Bono, Ilies and Gerhardt (2002) examined the relationship between personalities with leadership. From the results of a meta-analysis, they found that the big five were related to leadership. Bateman & Crant (1993) examined the relationship between proactive personality scale with the Big Five and three personality traits (locus of control, need for achievement and the need for dominance). The results of this study indicate that proactive scale is positively correlated with the Big Five, but it also positively correlated with two personality traits: the need for achievement and need for dominance. A meta-analysis by Kanfer, Wanberg and Kantrowitz shows that there is a positive relationship between personalities with job-seeking behavior.

Learning from previous studies, we can conclude that proactive personality influences successful careers. Therefore, the author believes that it is very important to conduct further research on proactive behavior. Moreover, it is also worth introducing and implementing such behavior at school cooperation management.

RESEARCH METHODS

Research approach

This research syudy employs descriptive research design with qualitative and quantitative approaches. This research aims to provide the symptoms, facts, or events systematically and accurately about the characteristics of populations and analyze them based on the data obtained.

The place and time of study

This study was located in St. Louis 1 Surabaya Catholic high school. The place was intentionally chosen because the writer is a teacher at this school. The writer also becomes the coach in the school cooperation. As such, there are strong emotional ties which drive her to find

out the existing problems. Meanwhile, it is also relatively easier for her to access the data and information needed. The research was conducted from April 2015 until February, 2016.

Sampling Techniques

The key informants were purposively chosen with consideration and specific goals. As such, the results of the study were not intended to generalize the population. There were 3 people who became key informants. They were the steering committees (chairman, treasurer and design coordinator) and the coordinator of the school cooperation divisions.

In addition, the questionnaire were distributed to all members of 20 people in school cooperative participating cooperative work program. The members of the cooperation school become analysis units.

Data Collection Method

Data collection method of the present study was conducted as follows:

1. Interview or interview

The interview is a conversation that involves individual (the person-to-person) and a group interview (group interviews). The conversation was conducted by both parties, the researcher as the interviewer and the subject of research as an informant (Ulfatin, 2014: 189). The interview was used to to identify the problems faced by the board Cooperative School. Interviews conducted in this study were such a way starting from the formal to the informal situations, or of structured questions until unstructured.

2. Questionnaire

This study also used a questionnaire to collect data by identifying certain variables to measure. In addition, it was also used to know what to expect from the respondents. (Arikunto, 2006: 150). The questionnaires are ways for the researcher to assess students' understanding and attitudes towards proactive behavior and its implementation in cooperative educational program.

3. Observation

Observation is another way that the researcher does to collect data. Some information obtained from the observation includes space (place), actors, events, objects, actions, event or occurrence, time and feelings. The reason researchers conducted observations is to present a realistic picture of behavior or events, to answer questions, to help understand human behavior, and to evaluate that take measurements of certain aspects of the conduct of feedback on these measurements

Data analysis technique

For data analysis, this study employed the qualitative data analysis technique which outlined and interpreted the data. This technique was intended to do the following: (1) analyzing the ongoing process of a social phenomenon and obtaining a complete picture of the process; and (2) analyzing the meanings behind the information, data, and processesing a social phenomenon (Bungin, 2007: 153).

Data analysis was based on the ability to connect facts, data, and information. Data analysis aimed to obtain clear pictures revealing research problems. The data collected from document study and questionnaires were presented in the form of a single table analysis. The qualitative analysis approach used inductive logic approach, where syllogism was built based on particulars or field data which led to general things. Qualitative analysis is generally not used to search for

data in terms of frequency, but it is used to analyze the meaning of the data that appears on the surface (Bungin,2007:66).

In this study, the data analysis was carried out simultaneously with data collection. Data analysis technique in qualitative study used was Miles and Huberman data analysis models. They were simultaneously employed at different stages such as during the data collection, after the completion of data collection, during the formulation of research problems, before going to the field and even during the process of report writing.

Meanwhile, proactive behavior was measured using Likert scale. Likert scale was a scale that could be used to measure attitudes, opinions, and perceptions of a person or a group of social phenomenon. It covers the following aspects.

1. Frequency Analysis (Proportion)

Likert scale weight respondents' perception, ranging from showing agreement to disagreement about something. So, there are two possibilities. First, the data are ordinal (graded without score). Numbers are in order only. Thus, the analysis is in the form of frequency (number) or a proportion (percentage).

In analyzing the data derived from the questionnaire graded or rated 1 to 5, the researchers concluded the meaning of each alternative as follows (Arikunto, 2006):

1. Strongly agree (SS) denotes the highest gradation, having the value of 5.
2. Agree (S) showing lower ratings than strongly agree. Therefore, the condition is rated 4.
3. Neutral (N) indicates a lower rank rated 3
4. Do not agree (TS), because it is below neutral given a value of 2.
5. Strongly Disagree (STS) is at the bottom in gradation, rated 1.

Percentage: 5 x SS) + (4 x S) + (3XN) + (2 x KS) + TSX100%

(5 x value SS) x Amount

Below is the percentage categorization for proactive behavior data such as school cooperative management to identify and make use of opportunities, creating conditions that support, socialization, seeking feedback, pebjualan issue (issue selling), and innovation:

81% -100%: very proactive

61% -80%: proactive

41% -60%: proactive enough

21% -40%: less proactive

0% -20%: much less proactive

2. Analysis of Most Occurance (Mode)

Another analysis is to use "mode," which concerns the most frequently occurance.

RESULTS AND DISCUSSION

The Steps of Introduction to Proactive Behavior

1. Workshop

To introduce to proactive behavior starts with Workshop. This was done after the initial interview with cooperation management. During this phase, several problems were identified such as such as product design to remain for several years, the process of promotion and marketing are not optimal; meanwhile, the cooperation management was carried out for the sake of regular programs from year to year.

The workshop was intended to develop the potentials of the management and cooperative members. In addition, it also aimed at training their logic so that they became proactive in doing something. Workshop was organized by Marketing Communication Study, IBM, and the

Department of Visual Design of the University of Ciputra Surabaya, on Thursday, May 7, 2015. This program wasparticipated by all members and cooperation management of St.Louis
1 Catholic High School and the representatives of entrepreneurial student unions from all high schools in Surabaya, involving about 14 schools (43 participants).

2. Coaching
The next step was to introduce a proactive behavior by the coaching session. During this phase, researchers introduced them to proactive behavior they got from the workshop. The coaching programs had been scheduled once a week. Nevertheless, due to their heavy workload, the meeting was subject to mutual agreement.
During the coaching session, researchers had discussed some issues such as describing the implementation of cooperation programs, identifying the obstacles and finding solutions. Giving motivation to the participants was also important. The coaching process and giving motivation had proven to have a great effect on their duties and the implementation of proactive behavior.

Description of the Research Findings
1. Identifying and Capitalizing the Opportunities
In terms of the dimension of proactive behavior, the ability to identify and capitalize the opportunities, both administrators and cooperation members was already able to find and take advantage of the existing opportunities well. Meanwhile, if viewed from the questionnaire, the data obtained can be presented as follows.

Table 2. The Percentage Category of Dimension 1

Categories	Recapitulation	
	Total	Percentage
Very High	4	20%
High	14	70%
Moderate	1	5 %
Low	1	5 %

Source: field survey using the questionnaire

From these data, we can conclude that the introduction of proactive behavior went well. This can be seen from the improvement of school administrators and cooperative members' ability in identifying and taking advantage of opportunities.

2. Creating favorable conditions
The results of the interviews show that most cooperation members, not all, have been working to create favorable conditions. They did that by producing goods in accordance with the interests of consumers, the color and the needs of consumers. Moreover, the designs were mostly accepted and widely favored by consumers. They were aware of the importance of the interests and needs of consumers. The data from the questionnaire can be presented as follows.

Table 3. The Percentage Category of Dimension 2

Categories	Recapitulation	
	Total	Percentage
Very High	11	55%
High	8	40%
Moderate	1	5 %

Source: field survey using the questionnaire

Table 3 shows that their willingness to create favorable conditions is high. Seen from their efforts, it can be concluded that the introduction to proactive behavior can be said to be successful. It is because they have an earnest effort to create favorable conditions for the cooperatives.

3. Socialization
The results of the interviews show that all officers and cooperation members are able to socialize well and get familiar although miscommunication between them sometimes happens. Based on the results of the questionnaire, the data can be presented as follows.

Table 4 the Percentage Category of Dimension 3

Categories	Recapitulation	
	Total	Percentage
Very High	7	35%
High	12	60%
Moderate	1	5 %

Source: field survey using the questionnaire

From Table 4, we can conclude that the majority of the members and the cooperation management are already able to socialize well because there are 60% who earn this high criterion. These data also indicate that they see socialization as an important thing to do in an organization.

4. Seek feedback
From the results of the interviews, we can be conclude that the administrators and cooperation members seem to have already known how to practice proactive behavior by performing feedback, either through friends, customers, or builder cooperatives. In addition, they also understand the true benefits of seeking feedback process on the progress and development of cooperation.

Meanwhile, proactive behavior, looking for feedback, was weighted using Likert scale and then calculated using the formula Mean hypothetical and hypothetical standard deviation. They were employed to determine the descriptive statistics from 20 respondents who filled in the questionnaires.

Table 5 the Percentage Category of Dimension 4

Categories	Recapitulation	
	Total	Percentage
Very High	14	70%
High	5	25%
Moderate	1	5 %

Source: field survey using the questionnaire

From the results of the questionnaire, we can conclude that the majority of administrators and cooperation members have done very good feedback (70%). It means that the process of introducing proactive behavior has been going well for the cooperative members already understand the importance of feedback and have done so in the implementation of cooperative activities

5. Selling Issues

From the interview, we can learn that some problems in the sale of school cooperation still existed. Some effeorts have been taken to solve such problem as for example by selling the unsold goods during particular school events. The fifth dimension of proactive behavior can be presented as follows:

Table 6 the Percentage Category of Dimension 5

Categories	Recapitulation	
	Total	Percentage
Very High	15	75%
High	4	20%
Moderate	1	5 %

Source: field survey using the questionnaire

From the results of the questionnaire, we can conclude that there is a problem selling in the cooperative. As such, they need to take some measures to solve the problems so that the sales can increase.

6. Innovation

From the interviews, we can conclude that they already know the meaning of innovation. This concept serves as something new that can help people in everyday life. Moreover, they also consider innovation as important part of an organization. The members and the cooperative management have to inovate product designs, the promotion strategies/marketing of the products, and cooperation service. The data can be presented in Table 7.

Table 7 the Percentage Category of Dimension 6

Categories	Recapitulation	
	Total	Percentage
Very High	15	75%
High	4	20%
Moderate	1	5 %

Source: field survey using the questionnaire

From the results of the questionnaire, we can conclude that they know innovation and even apply them in the development of cooperation. Various kinds of new product designs such as shirts, hats, and bags Sinlui were also found.

With regard to the promotion strategy, the cooperation administrators need to make use of social media like instagram. They can take advantages from those media as for example by posting pictures of new products. Moreover, there is already a separate room for copy services.

DISCUSSION

The results of this study indicate the introduction of proactive personality through workshops and mentoring has positively affected the behavior of proactive cooperative management. This study also found that all members of the cooperation already knew proactive behavior, and even put them into practice to support their cooperation.

In order to know how to identify the members and the cooperative management about proactive behavior issues, the questionnaires were distributed along with the in-depth interviews towards some key informants. Detail pictures of the quality of proactive behavior of members and officials of the cooperative were obtained from interviews.

Based on the interviews, we can learn that the introduction of proactive behavior has been underway quite well. This can be seen from the activities of the cooperation members. In-depth interviews have also discovered that the role of cooperation streering committee had large effects on the development of cooperation. Fostering cooperation plays an active role in cooperation. The steering committee also need take responsibility and support ideas from the members.

CONCLUSION

Based on research conducted in the school cooperation of Catholic High School St. Louis 1 Surabaya, here is the conclusion:

1. The introduction of proactive behavior can be done through workshops and mentoring. They can result in the improvement of the quality of proactive behavior of administrators and their members.

2. The analysis on on six dimensions of proactive behavior shows that most respondents have had average high and very high performance. This indicates that the process of introducing proactive behavior through workshops and mentoring has been successfully implemented.

3. The results of interviews conducted with informants indicate that the introduction of proactive behavior has been successful in increasing the quality of proactive behavior caretaker

and cooperation members in implementing the cooperation programs. These can advance the development and the progress of school cooperation.

4. Cooperative school as an organization needs to give ample opportunity and create a supportive atmosphere for the management and cooperation members. Hence, they are likely to get involved and take the initiative and finally contribute to a variety of activities in a cooperative.

5. This study found the importance of providing supports and assistance to school administrators and members of the cooperative in carrying out their duties. The steering commitees need to get involved and give full supports which in reality are very influential to enhance proactive behavior from administrators and coopartion school members.

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