The Effect of e-Learning of organizational behavior courses on student characters: case of UNY's Management student

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Abstract
This study is aimed to investigate the effect of electronic Learning on the process of Organizational Behavior course, on the student characters. This study employs the student of Yogyakarta State University school management. Survey, observation, and interview are used to gather the data. The e-learning process is on the process of delivering the course behavior will be organizational on student characters. The implications of the study are discussed.

Keywords: e-learning, character, organizational behavior course

Introduction
Character building is one of UNY's visions, namely purity, independence, and scholarship, carried out systemically through the tridharma of higher education, namely education, research, and community service. So that academic activities at UNY are directed towards achieving that vision (Rosana, 2011). Therefore character education is included in curricular, co-curricular and extracurricular programs, as well as in the overall daily life in the form of developing university culture. While the curricular program which includes character education, is delivered directly through certain subjects, such as Pancasila courses, religion, basic natural sciences and basic social and cultural sciences, and
integrated in all subjects (Zuchdi, Kunto, Kunprasetya and Marzuki, 2000)

Some researchers (Astuti, Efianingrum and Sutarini, 2010; Murdiono, 2010) have tried to evaluate the implementation of character education in various subjects that are directly related to character education. However, the researchers are still expecting a more creative, innovative model of character education that can be implemented in each course. So research is expected to enrich the findings of the implementation model of character education in general courses.

In addition, the application of learning, especially in higher education, is required to be able to utilize technological developments such as the use of E-Learning. So if it is possible to meet world quality (World Class University) learning at UNY can be done with 60% E-learning and 40% face-to-face in class (Wahhab, 2011). E-learning is a form of learning and teaching that is supported by electronic media (Tavangarian, 2004). The success of the development of the application of the e-learning model has resulted in programs such as CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training). Empirically the use of e-learning has been able to improve achievement in various fields (Ruiz, Mintzer, and Leipzig, 2006, Martens, Gulikersw, and Bastiaens, 2004). Even Ladyshewsky (2004) states that compared to direct face-to-face methods, e-learning methods produce better academic achievements. Therefore learning with e-learning is expected to improve the quality of the academic achievements of UNY students.

Organizational behavior courses taught in the 5th semester of the management department of the economic faculty of UNY are one of the subjects that demand the scope of global thinking concerning the behavior of individuals with diverse characters (Hofstede, 1984), various types of groups and dynamic organizational environments (Desarbo & Grewal,
So that in facing the global situation including the challenge of WCU, interaction with various external parties and optimizing the 'unlimited' learning facilities, students must be able to be right in following the learning process of organizational behavior (Schank, 2002).

The challenges of character education in general subjects and optimization of the learning process with e-learning are expected to be a synergy and competitive advantages for UNY. So that the instructors must be able to improve the quality of themselves and the learning process so that more effectively able to produce students who excel academically while obeying worship, honesty, responsibility, discipline, work ethic, independence, being able to work together, critical, creative and innovative, visionary, having affection and care, sincerity, being able to be fair, simple, have nationalism, and be able to international (Zuchdi et al, 2000).

However, there is little research that explores learning models in organizational behavior courses which are also a means of character education in higher education. Therefore, we propose lesson study research in organizational behavior courses as a medium of learning and character education through e-learning.

1. Objectives and Benefits of Activities

General research objective is to find a learning model as an distance education the character of several aspects that can be integrated in organizational behavior courses with e-learning, namely by teleconference learning as the application of WBT (Web-Based Training).

Character building

Psychologically and socio-cultural character formation in an individual is a function of all individual human potentials (cognitive, affective, conative, and psychomotor) in the context of cultural social
interactions (in family, school, and society) and takes place throughout life. Character configurations in the context of the totality of psychological and socio-cultural processes can be grouped in: *Spiritual and emotional development*, *intellectual development*, *Sports and Kinesthetic (Physical and kinetic development)*, and *Taste and initiative (Affective and Creativity development)* (Rosana, 2011).

In the academic realm, the meaning of character education is education of values, character, morals, and character, with the aim of developing the ability to make good decisions. So according to Lickona (1991) the content of character education psychologically includes the dimensions of moral reasoning, moral feeling, and moral behavior. Whereas according to other experts (Piaget, 1967; Kohlberg, 1976; Eisenberg-Berg, & Neal, 1981) clicking interpret character education as a whole as a morality that includes moral judgment and moral behavior both prohibition-oriented and pro-social morality morality.

According to Berkowitz (2010), pedagogically, character education is recommended to be developed by applying a holistic approach. Meanwhile Lickona (1991) asserts that character education wants students to be able to decide what is right, really care about the truth, and do what they believe is right even though they are under pressure.

Character education at UNY according to Zuchdi et al (2000) aims to produce the university member who have behavior:

1. Obedience to worship, namely the thoughts, words, and actions of someone who is strived to always carry out the teachings of his religion.
2. Honesty, namely the attitude and behavior of a person based on the effort to make himself always trustworthy in his words and actions.
3. Responsibility, namely the attitude and behavior of a person to carry out their duties and obligations as they should, both to themselves, society, environment, country, and God Almighty.

4. Discipline, namely attitudes and behaviors that show order and compliance with various rules and regulations.

5. Work ethic, namely the attitude and behavior of someone who shows enthusiasm and sincerity in doing a job. This character is now manifested in the form of cooperation, namely attitudes and behaviors that show effort in doing a work together in synergy.

6. Independence, namely attitudes and behaviors that are not easily dependent on others in completing tasks.

7. Synergy, namely attitudes and behaviors that show efforts to integrate the various work done.

8. Critical, namely attitudes and behaviors that try to find errors or weaknesses or strengths from an action.

9. Creative and innovative, namely thinking and doing something to produce new ways or results and the latest from what they already have.

10. Visionary, namely the views, insights, and abilities of a person to build a better future life.

11. Affection and care, namely the attitude and behavior of someone who shows an action on the basis of love and attention to others and to the environment and processes that occur around it.

12. Sincerity, namely the attitude and behavior of someone to do an act with sincerity.

13. Justice, namely the attitude and behavior of a person who shows an effort to do the right thing so that it is protected from arbitrary and biased actions.
14. Simplicity, namely attitudes and behaviors that show modesty and not excessive in many ways.

15. Nationalism, which is a way of thinking, acting, and acting that shows loyalty, caring, and high appreciation for the language, physical, social, cultural, economic and political environment of the nation.

16. Internationalism, which is a way of thinking, behaving, and acting someone who shows that the nation and its country are part of the world so that they are encouraged to maintain and advance it so they can take part in the international community.

**E-learning**

Electronic learning system or e-learning (English: Electronic learning abbreviated as E-learning) is a new way of teaching and learning (Tavangarian, 2004). E-learning is the basis and logical consequence of the development of information and communication technology. With e-learning, teaching participants (learners or students) do not need to sit sweetly in the classroom to listen to each greeting from a teacher directly. E-learning can also shorten the target schedule of learning time, and of course save costs that must be incurred by a study program or educational program.

E-learning or electronic learning was first introduced by the University of Illinois at Urbana-Champaign using a computer-assisted instruction system and a computer called PLATO. So that e-learning develops in such a way as in 1990, the era of CBT (Computer-Based Training) where e-learning applications began running on stand-alone PCs or in the form of CD-ROM packaging. Fill in the material in writing or multimedia (Video and AUDIO) IN FORMAT mov, mpeg-1, or avi.
In 1994, along with the receipt of CBT by the community since 1994 CBT appeared in the form of more attractive and mass-produced packages. In 1997, the LMS (Learning Management System) model was introduced. Along with the development of internet technology, people in the world are starting to connect to the internet. The need for information that can be obtained quickly starts to be felt as an absolute necessity, and distance and location are no longer obstacles. This is where LMS appears. The rapid development of LMS has made new thinking to overcome the problem of interoperability between LMS with one another by default. Standard forms that emerge for example standards issued by AICC (Airline Industry CBT Committee), IMS, SCORM, IEEE LOM, ARIADNE, etc.

In 1999 as the year of Web-based E-learning Application. The development of LMS towards a fully developed Web-based e-learning application, both for learners and for teaching and learning administration. LMS began to be combined with information sites, magazines and newspapers. Its contents are also getting richer with a mix of multimedia, video streaming, and interactive appearance in a variety of choices of more standard, and small-sized data formats.

Empirically the researchers estimate the use of e-learning is expected to increase very dramatically. As in 2006, there were 3.5 million students in the United States and increased by 12-14 percent every year (Allen, 2003, 2008). Allen and Seamen (2009) claimed a quarter of students took online courses in 2008. Ambient (2009) estimates that in 2009, 44% of students in America will take more or all online lectures and this will increase to around 81% in 2014.

E-learning is able to shorten learning time and make study costs more economical. E-learning facilitates interaction between students with material / material, students with lecturers / teachers / instructors and fellow students. Learners can share information and can access learning
materials at any time and repeatedly, with such conditions that students can further strengthen their mastery of learning material.

In e-learning, the teacher attendance factor automatically becomes reduced or even absent. This is because those who take on their roles are computers and electronic guides designed by "contents writers", e-learning designers and computer programmers.

With the e-learning of the instructors, it will be easier:

- updating learning materials which are their responsibility in accordance with the demands of the latest scientific developments
- develop themselves or do research to improve their insight
- control the learning activities of students.

But the presence of teachers as living beings who can interact directly with students has disappeared from e-learning's electronic spaces. As the origin of the word from e-learning which consists of e (electronic) and learning (learning), then this system has advantages and disadvantages.

**Organizational behavior**

Organizational Behavior is a discipline that studies how individual level, group level behavior should be, and how it impacts performance, both individual, group and organizational performance. Organizational behavior is also known as the study of organizations. This study is a special academic study area that studies organizations, utilizing methods from economics, sociology, political science, anthropology and psychology. Other disciplines related to this study are studies of human resources and industrial psychology and organizational behavior.

Organizational study is a study of the personal and group dynamics and organizational context, as well as the nature of the organization itself. Every time people interact in an organization, many factors will influence. Organizational studies seek to understand and compile models of these
factors (Simms, Price, and Ervin, 1994; Jablin, Fredric and Putnam, 2000; Reed, 1985).

As with all social sciences, organizational behavior seeks to control, predict, and explain. However there are a number of controversies regarding the ethical impact of focusing attention on worker behavior. Therefore, organizational behavior (and the study adjacent to it, namely industrial psychology) are sometimes accused of being a scientific tool for those in power. Regardless of the allegations, Organizational Behavior can play an important role in organizational development and work success.

Current organizational behavior is a growing field of study. Department of organizational studies are generally placed in business schools, although many universities also have industrial and industrial economic psychology programs. This field is very influential in the business world with practitioners such as Peter Drucker and Peter Senge who turn academic research into business practice. Organizational behavior becomes increasingly important in the global economy when people with diverse backgrounds and cultural values must work together effectively and efficiently. But this field is also increasingly criticized as a field of study because of its ethnocentric and pro-capitalist assumptions. So that in future the themes that will be in the face of which is respond on globalization (loss of time and space limit), the economy globalization and the globalization of the company, culture workforce diversity and chellange in business ethics.

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