SIMULATION MODULE BUSINESS DEVELOPMENT SKILLS TO IMPROVE BUSINESS MANAGERIAL STUDENTS PRODI ADMINISTRATION NSC POLITEKNIK SURABAYA

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Abstraction

Industry's need for graduates, have changed the terms of types and quality of human resources required. In this regard, a graduate of business not only need to have a theoretical understanding, but also need to have creative thinking, communication and decision-making skills based on multidisciplinary knowledge.
Business Simulation is a subject which is integrated with courses-courses 1st semester to semester 5. The objective of this course was organized to equip students with specific skills. This study aims to develop a business simulation lab module and to know the students' perceptions of lab module that was developed in Business Administration Study Program Politeknik NSC Surabaya as many as 23 students participate in business simulations and answered a questionnaire at the end of the lecture is accompanied by a response in the form of advice in the interests of further development. This type of research in the form of research and development of data analysis techniques were used to analyze quantitative data in the form of a questionnaire assessment score by calculating the average response.
Development results based on eligibility criteria that additional cases have a percentage value of 83% said to be valid or fit for use in learning activities. Development with good business simulation module meets the expectations of students to develop managerial skills (such as the ability of others, potential, and leadership) with a mean of 4.15. The majority of student perceptions of positive feedback on the simulation module available today with a mean of 4.26.
Keywords: ***Module Development, Business Simulation, Managerial Skill.***

1. INTRODUCTION

Business simulation is a subject which is integrated with all courses one semester to semester five. This course is practical with a load of 3 credits and is given in semester 5. According to the curriculum of Business Administration Study Program Politeknik NSC Surabaya, business simulation courses included in a clump of specialized skills. Interest held business simulation course is to allow students to understand the flow of transactions, workflow, accounting cycle in addition to a bit of work skills in a team, leadership.

Based on observations during the writers support course business simulation, that during the implementation of learning business simulation found obstacle that material simulation module business has never been the development, and not yet optimally assess the difficulties in learning such skill managerial minimum that must be owned by a diploma III with level 5 in KKNI. Managerial skills are soft skills that the company wants to graduate from college. It is also stated by the Higher Education, that the achievements of higher education curricula for graduate Diploma 3 includes the ability to work; mastery of knowledge; authority and responsibility (Dikti, 2015).

Besides the lack of students' ability in solving problems independently, and time management. Students' ability to solve problems can help students in improving analysis and apply various kinds of situations in life.

As is known graduate Diploma 3 in KKNI occupying power level 5 as the operator can even occupy the post of supervisor. As a leader must have a complete skill that can be a strong leader and professional in order to tackle the problems of an increasingly complex. Many studies that discuss the managerial skills associated with leadership performance as research Kuspini (2014) which states managerial skills affect the performance of the school and organizational climate, both directly and through the managerial skills to the performance of the school. Reinforced by research Ardianto (2011) which concludes managerial skills direct effect on the performance of the principal, and technical skills, social skills, and conceptual skills indirectly affect the performance of the principal. In accordance Wahjosumidjo opinion (2007) that every leader has the requisite leadership that managerial skills to carry out tasks based on their competence in an effort to manage the company to achieve its goals.

It can not be allowed because of the globalization and liberalization of the business world has changed the type and quality requirements necessary human resources enterprise sector. Therefore, business graduates are not only expected

to have a theoretical understanding of the business, but creative thinking, communication skills, and decision-making skills based on multidisciplinary knowledge. (Chonko & Caballero, 1981).

Learning through real business case studies help bridge the gap between theory and practice as outlined in the business simulation game. Business simulation is performed in the laboratory practicum learning that seeks to expose students to real business situations. Based on the findings of Abdullah et al. (2013) stated learning through simulation were able to transfer theory into practice; applying multidisciplinary knowledge; manage team dynamics, and make decisions in uncertainty and management in realistic situations so that they can develop competent graduates that meet industry requirements.

Results of other studies of Purnawirawanti et al (2013) also states contextual approach through demonstration and simulation methods effect on student achievement, impact simulation method is more effective than a demonstration method. Findings of Abdullah et al. (2013), and Purnawirawanti (2013) is also supported by the results of Siregar (2015) the use of simulation as a learning method can improve 'student activity and student learning outcomes.

Business simulation at NSC Polytechnic Surabaya is a course of instruction which is aimed to get students to test and apply theory by using laboratory facilities or outside laboratory (Khamidah & Aprilia, 2014). Through the process practicum student is expected knowledge gained will last longer by applying the knowledge gained from professors, books, as well as information from other people.

In order for the practicum activities to be done properly, it is necessary to have a teaching material in the form of a practical guide containing the objectives of the lab, the practicum procedure, and the worksheet. The practicum guidance material is often called the practicum module. Modules are components that have an important role in the learning process. The availability of modules can assist students in obtaining information about learning materials. However, module development should be tailored to the needs of the students.

The business simulation module with a real business life case study approach because of its multidimensional nature requires comprehensive analysis by students in order to meet the expectations of the industrial world to employ graduates with critical thinking skills in the face of business complexity. Therefore, business simulations is proposed to effectively improve thinking and skills, as well as to the independence of the students in dealing with the situation real business world. So it takes a liking module development industry.

Much research is concerned about the development of teaching modules, among others Solichin et al (2013); Padmadewi (2015); Boisandi and Anita (2017) all of which stated that the development of modules can be and feasible to be applied / applied in learning activities.

This study aims to develop a business simulation module and know the perception of students about the current business simulation module. The benefit of this research is to develop business simulation module to improve student managerial skill during laboratory process.

Based on the above description shows the importance of the development of modules tailored to the expectations of the industry to equip graduates are better prepared for the real tasks within the company. The author is interested in conducting research entitled "Development of Business Simulation Module To Improve Student Managerial Skill of Business Administration Study Program of NSC Polytechnic Surabaya".

1.1. Problem Formulation

Based on the description, then the formulation of the problem are:

1. Is the development of a business simulation module meeting student expectations to develop managerial skills (such as the ability of others, self potential, and leadership)?
2. What is the student's perception of the existing business simulation module?

2. LITERATURE REVIEW

2.1. Simulation Learning

The simulation comes from the word simulate which means to pretend or act as if. The word simulation means an imitation or a fake act. Thus the simulation in the teaching method is intended as a way of explaining something (lesson material) through acts of pretense or through the process of imitation behavior, or playing the role of a behavior that is done as if in real circumstances (Sudjana, 1996).

According to the Language Center Ministry of Education (2005) simulation is a training method that demonstrates something in the form of imitation (imakan) similar to the real situation; simulation: the depiction of a system or process to show wear statistical model or actor. Syaefudin (2005: 129) simulation is a replication or visualization of the behavior of a system, for example an educational plan, which runs over a certain period of time. So it can be said that the simulation is a model that contains a set of variables that display the main characteristics

of the actual life system. Simulation allows decisions that determine how the main features can be modified in real terms.

Simulation is a dynamic method that describes or reveals a physical (non-human) or social (human) system abstracted from reality and simplified for learning. An important element in the simulation is the abstraction of the existing reality, and the abstraction is played (Greenblat in Suparno, 2006). Some things to consider in preparing the simulation are: a). orientation, where the lecturers explain to the students the meaning of the simulation will be done, it is expected the students will be directed in performing the simulation; b). preparation, lecturers are required to prepare simulation scenarios and issues that want to be simulated, to organize business place and atmosphere and to show role to students; c). the simulation process, the next step students do the simulation actively, the lecturers facilitate the simulation to run smoothly and festively; d). closing, at the end of the simulation lecturers invite discussion about the case that has been done.

Benefits and uses of simulation include: will create a fun learning (joyfull learning). Students are interested and happy to learn, students really appreciate the role that is done and their knowledge becomes more realistic, more shows constructivism learning, students are very active thinking, creative, and participate in learning.

Business simulation has been widely used since it was first introduced, even in the United States the business simulation method is used as much as 97.5% of the 236 business schools selected (Faria, 1998), but the application of business simulation teaching methods in higher education in Asia is still limited (Du-Babcock & Babcock 2002, Chang, Lee, Ng & Moon, 2003). Over the past 20 years, the educational approach not only focuses on cognitive but incorporates the affective and motivational aspects so much greater the incentive to incorporate simulations in business education.

Lean, Moizeer, Towler and Abbey (2006) say the simulation approach in learning is based on an imitation of a system, entity, phenomenon, or process. Students participating in the scenario, and are expected to apply their knowledge to think of the best response in addressing problems or issues that arise in the simulation.

There are several forms of simulation. Yorke (1981) divides the simulation into 3 forms, namely: role playing, games simulation, and computer simulation (person-to-computer simulations). The simulation learning model aims to: 1) train certain skills both professional and daily life, 2) gain an understanding of a concept or principle, 3) train problem solving, 4) increase learning activeness, 5) provide motivation to learn to students , 6) train students to establish cooperation in group situations, 7) cultivate students creative power, and 8) train students to develop tolerance.

Sanjaya (2007) states that there are several advantages and disadvantages by using the simulation as a teaching method. The advantages of this learning method are: 1) Simulation can be used as a provision for students in facing the actual situation later, either in family life, working world; 2) Simulation can develop students' creativity, because through simulation students are given the opportunity to play a role according to the simulated topic; 3) Simulations can foster students' courage and confidence; 4) Enrich the knowledge, attitudes, and skills needed to deal with problematic social situations; and 5) Simulations can increase the students' passion in the learning process.

The weaknesses of this learning method, among them are: 1) Experience gained through simulation is not always appropriate and in accordance with the reality in the field; 2) Improper management, often simulation serve as a means of entertainment, so that learning objectives become neglected; and 3) Psychological factors such as shyness and fear often affect students in performing simulations.

It was concluded that the benefits of simulated education can be seen in terms of cognitive perspective through understanding how they work, store, retrieve and utilize information. According to Feinstein et al. (2002), states that this simulation method is effective because students are fully involved in the learning process, because in the simulation game involves observation and reflection, concept creation, integration of observation in theory, and application of theory into problem solving decisions. Students learn through a sequential process of cause and effect, and learning to do.

According to Trim (2004), from an affective perspective the simulation game helps develop technical, professional and managerial skills. Learning takes place on two levels: individuals and groups. Group-level learning is achieved through the team dynamics that make learning self-sufficient and help develop interpersonal skills.

2.2. Managerial Skill

Managerial skills required by the leadership to execute managerial functions in carrying out its roles and functions in order to achieve the company's goals set. According to Stewart (2006), management theorists share managerial skills, including: planning, communicating, co-ordinating, motivating, controlling, directing and leading. Thus the definition of management is divided into four specific functions, namely the process of planning, organizing, directing,

and controlling various efforts of members of the organization and use all resources to achieve goals.

According to Fattah (2008), the main and most essential aspects of managerial activities are planning, organizing, leading, and controlling. Based on the understanding, the management functions and management description of some experts above can be synthesized which is meant is the cognitive ability of a person on the aspects of knowing, understanding and applying the task of managing the organization that includes planning activities, organizing, leading and overseeing the organization in order to achieve organizational goals.

Hunsaker (2001) divides the five skills needed to support managerial competence, namely self-awareness skills, general / integrative skills, planning and control skills, organizing skills, and directing skills. Every manager is required to have managerial skills. Managerial skills are specific skills related to other skills.

According to Katz's theory (Mostafa et al., 2012), a successful manager has three managerial skills (conceptual, human and technical). Conceptual skill, which is the mental ability involved in analyzing and thinking rationally; Humanity skills are skills to understand human behavior communicate clearly and effectively; Technical skills, is a skill to use the instruments, procedures and techniques of an activity. This is similarly stated by Mullins (2005) states that managerial skills are closely related to conceptual skills, social skills, and technical skills.

3. Research Methods

The type of research is development research. The initial activities of the research were conducted through observation during teaching in the business simulation laboratory at NSC S Surabaya and the development of business simulation module. The subject of this development research is the business simulation module, while the test subjects in the module development are the students of the business administration study program that take the business simulation course.

This development research uses qualitative and quantitative data to understand the effectiveness of business simulations. The qualitative data in this research is in the form of initial data of sharing and observation to the students. Quantitative data in the form of a questionnaire containing a scale statement 1 to 5 ranging from strongly disagree to strongly agree. Students are required to answer a questionnaire set at the end of the course. Research questionnaire is divided into 2 parts. Part A consists of statements about students' perceptions of the business simulation module, part B is a statement to find out the challenges and benefits of developing a business simulation module. This questionnaire is accompanied also by feedback in the form of suggestions for revision purposes.

Data analysis techniques used in analyzing quantitative data by calculating the average of the answers. While as a basis for decision making to revise the Business Practicum simulation module used criteria of qualification assessment adapted from (Arikunto, 1996) as shown in Table 1.

Table 1 criterion of validity of percentage analysis

Percentage level	Criteria	Description
81% - 100%	Valid	Not revised
61% - 80%	Quite Valid	Not revised
41% - 60%	Less valid	Partial revision
< 40%	invalid	Total revision

The business simulation module developed can be said to be successful and in accordance with the level of eligibility criteria when it reaches a minimum score of 76%.

4. RESEARCH RESULTS

4.1. Background of Respondents

Most of the students in the study were women (99%) and 1 male (1%) out of a total of 23 students. Presentation of data and analysis of product validation results, by the students the average value obtained.

The results of development are elaborated based on trials from students, with respondents as many as 23 people This student trial is conducted in the business simulation laboratory semester 5 academic year 2017/2018.

The average value obtained in the student test is 83. Based on the material data processing above, overall can be obtained 83% results. Based on feasibility criteria that have been determined, it is known that the teaching materials developed in the criterion valid / feasible so that it can be used for learning activities.

The development of the business simulation module properly meets the students' expectations to develop managerial skills (such as the ability of others, self potential, and leadership) to mean 4.15. Particularly evident in case module development items can improve managerial skills such as lead ability with mean 4.45 and students stated that the development of business simulation module is high enough to have difficulty level of 3.27.

The majority of student perceptions provide positive feedback on the current simulation module with a mean of 4.26. The highest mean proven to the benefit of the student business simulation course is

increasingly understanding the workflow, the flow of transactions, and how the management of a job with a mean of 4.45 and according to the student's perception that the current business simulation module meets all business transactions of 4.09 although managerial skills have not been present in the case.

So that can be said business learning through simulation game can transfer theory to practice, learning becomes more interesting, creative; relevant, and useful and learn a clear concept. This is consistent with Feinstein et al. (2002) and Trim (2004) and reinforced by Mullins (2005) who say that managerial skills are closely related to conceptual skills, social skills, and technical skills.

5. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

Based on the results of data processing on the business simulation module can be said that the existing module and the development of business simulation module perceived students can meet student expectations of business transactions; real role playing; social skills, and technical skills as well as more mn managerial skill with respect to the competence to develop their potential.

The development of the module after being tested on the students earns 83% results with valid criteria, so the development module is valid and feasible for use in learning activities and complement the existing business simulation module.

5.2. Suggestion

Based on the results of experiments conducted, researchers can provide suggestions, among others, to provide more experimental activities so that students are fully engaged in the game so as to gain real experience in the decision-making process involving team management and conflict, leadership and negotiation. Through the course of business simulation students are expected to really master the skills without guidance and guidance lecturers.

The use of simulation as one of the learning method is an additional pedagogy that will improve the learning so that needs to be paid attention to the preparation of equipment needed for the learning process running smoothly in accordance with the intended purpose.

The development of the business simulation module needs to be continuously carried out, especially in the addition of tax calculations to meet the industrial world that requires universities to produce graduates who can be absorbed in the world of work, in addition to additional cases that are also in continuous testing in order to complement the existing business simulation module.

For developers and further research, it is expected that the experimental research first before making the teaching materials for teaching materials to be more effective and efficient.

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