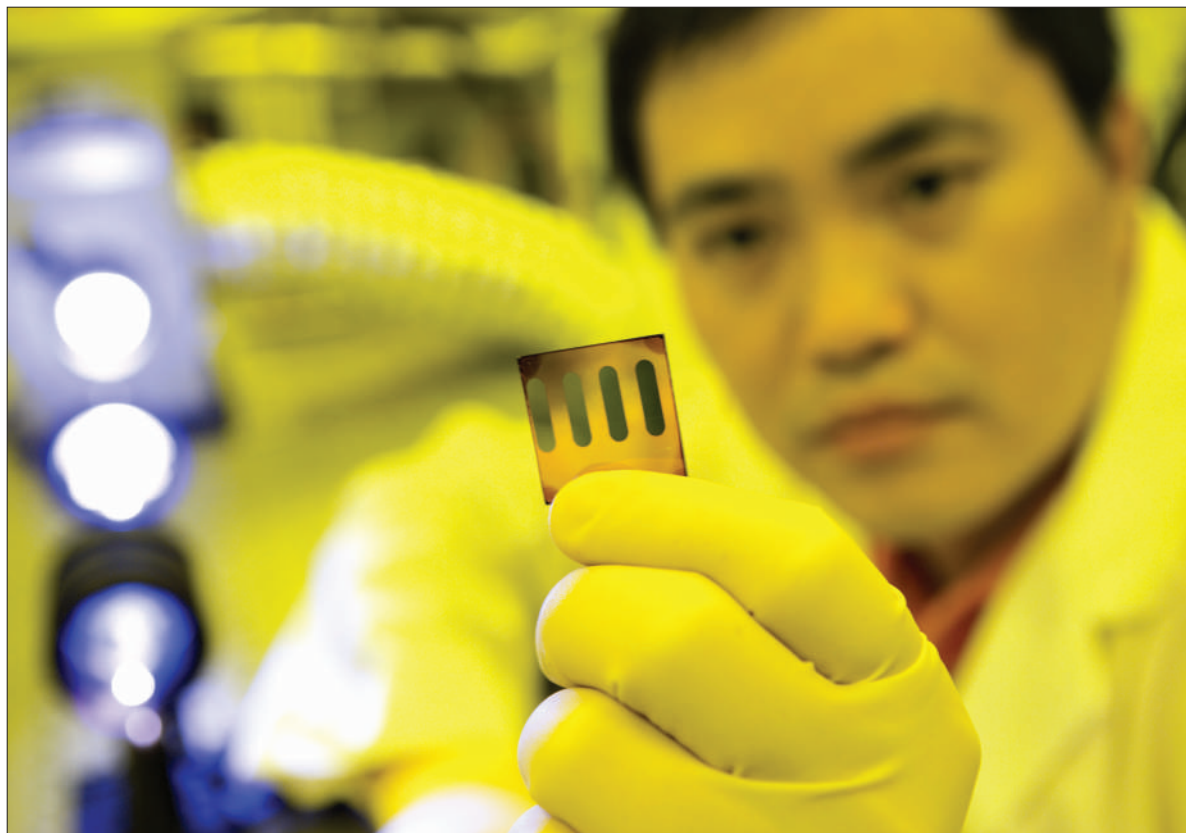




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Research Article

Handling Consensus about Learning Tasks and its Effect on Students' Psychological Well-being

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Abstract

Background and Objective: Some students viewed the task just as a required job to do but they did not get the advantage of doing it. Meanwhile, doing the learning task is the central activity in learning. Thus, it led researchers to investigate lecturers' way to encourage them to do a learning task by handling consensus. Therefore, researchers have 2 research questions as: (1) How do the lecturers handle a consensus with the students about learning tasks? (2) What are the effects of using the techniques on the students' learning behavior?

Materials and Methods: To answer the questions, qualitative research was applied by using audio record and interview. Participants of the research were 7 senior lecturers who taught Qualitative Research method at seven programs of studies at Teacher Education called Teacher Associations of the Republic of Indonesia, West Sumatra, Indonesia, 14 theses supervisors and 14 theses writers who used qualitative method. The techniques of data analysis involved exploring and coding the data, using the codes to describe the data, representing and reporting. **Results:** Findings show that the techniques of handling consensus used by participants include giving reward and punishment, giving instruction to follow the rules and stating criteria of achievement. The techniques affected more on students' psychological well-being, reflected from their learning behavior but less on the students' skill in writing their thesis. **Conclusion:** Thus, this study reveals that the techniques are not yet perfectly implemented, so they have not yet developed the students' research skill.

Key words: Consensus, learning behavior, psychological well-being, learning task

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INTRODUCTION

Social connectedness in academic context is a good topic to research. Social connectedness among individuals in classroom activities, such as between lecturer and the students and among students can keep the classroom situation peaceful. Everyone in class may feel secured staying in classroom. Moreover, it can cause students to have positive emotion¹. Social connectedness also affects guilt and shame², so that the students are free from feeling negative emotion in learning.

However, in the latest decade, a social connection in class has moved to a negative line since a student tends to show her or his strength to others. As the effect, bullying among students has become people's culture, which can affect the students' incredibility in front of their friends³. This form of social connection may deprive the learning process since the students do not attend to the content while learning but are more focused on finding their friend's weaknesses during discussion which leads to bullying⁴.

Social connection in the class has become one of the research focuses on researching sharing plus model. The letter 'H' in sharing plus stands for "Handled with the consensus", meaning that learning task activity is handled by lecturer by having a consensus with students. Having good social connection must make students feel secured from feeling awkward or disposal. Moreover, connectedness is viewed as a factor which can promote students' psychological development⁵ and avoid psychological problem.

The psychological problem faced by students while learning can influence their concentration in learning activities which then may lead to the low achievement. Students without psychological problem become more psychologically well-being and may learn maximally. Thus, this paper discusses handling consensus as the way to maximize the students' Psychological well-being in doing learning Task at University Level.

When experts have different opinion, two approaches can be used in achieving a consensus, scheme and procedures for constructing an optimized consensus. First, the schemes involve the process of discussion which is done systematically and repeatedly and was achieved if the experts can move from the original opinion to the dominant one. Second, the procedures which involve a method for obtaining a fixed adjustment of weight of experts' opinion but their weighted opinions will be a collective decision⁶. Even though the consensus above is applied by experts in making decision, in school setting it is mainly about the number and types of tasks that should be done by students. The approaches above can

be implemented at university level since they have been become adults and can weigh others' opinions but the techniques can be adjusted based on the quantity and quality of tasks. Inspired from the approaches of achieving consensus above, researchers investigated consensus implemented by lecturers at 6 Programs of Studies at Teacher Association of the Republic of Indonesia, Padang in the learning process. Thus, through this research two research questions were answered: "What techniques do the lecturers use in handling a consensus with the students about learning tasks?" and "What are the effects of using the techniques on the students' learning behavior?"

A consensus in a narrow sense is achieved after 2 persons or more have an agreement but in a broader sense it is a combined decision of group members after they choose individually different options⁷. It is usually used in solving problem. In learning, consensus made by lecturer and the students can influence students' performance⁸. In learning process, consensus can be applied by following some procedures, lecturer has to make instructional dialogue with students which can be done in the first meeting of a semester and remind them at the end of the class in every meeting. Since sometimes the students forget their commitment in consensus if lecturer does not remind them. Moreover, dialogues between lecturer and the students are influenced by social and cultural dynamics of the classroom (social and cultural change of the classroom), teachers' pedagogical and content knowledge and topic-specific knowledge of students⁹. Therefore, lecturer must consider the factors above when having dialogue with students to make consensus.

Before having a consensus, the lecturer has to create enjoyable classroom situation through dialogue. Every student is free and has opportunity to express their idea regarding to learning task. At the end, they have commitment and responsibility to accomplish their tasks. In short, language used by the lecturer to the students can or cannot result in a consensus.

A study about techniques of handling consensus has been done about "student-tutor consensus". The design of consensus was focused on students' reflection on learning through assessment. Some elements of this approach include rewarding the ability to identify mistakes and learning from them and providing multiple opportunities for students and tutors to engage in calibrating conversations¹⁰.

"Handled with consensus" as one of the concepts in sharing plus, is represented in statement form which is formally formulated after a discussion. However, in this study model consensus is firstly formulated by the lecturer and delivered to the students. Lecturer and the students discuss all statements and achieve agreement to choose certain

statements. For example, the choices of tasks can be offered to the students through dialogue about benefit and dis-benefit of each choice. Students may choose what they like to do and what they have chosen as their commitment. It can be categorized as “unshared consensus decision” by which a lecturer as one particular group member or the dominant member, makes decision on behalf of all students in class⁷.

Since students undergo learning processes which are full of tasks, they often did the tasks minimally. They even were not aware of the appropriateness of the tasks. Thus, consensus is useful to prevent such negative kinds of attitude toward learning through clinical communication¹¹ with a more detailed written communication by having a contract of learning. But it is much more supportive and preventive for the occurrence of conflict at the end of learning. Consensus about learning tasks is included in lesson plan which is usually explained in the first meeting.

In preliminary observation and interview to several lecturers in West Sumatra, researchers found that some lecturers received impolite messages or negative responses from students after they input the students’ final marks in portal. Initially before the input, the students acted positively to the lecturers. They did not think that they would get bad mark since they did not understand how the lecturer graded their ability or skill. With a consensus such potential conflict during and after learning is assumed to be minimized. The students are more ready to do the task and receive the grade given at the end of the class, since they have made an agreement before. As the result, they will not blame what grade they can get as the report of their learning activity.

Consensus can also be done in group work learning, which is done by students among them before, during or after discussion. It can be done based on social scheme theory as a rule or procedure used by the group to combine preferences of the member to be a collective group response¹². Consensus provides an opportunity for them to express their opinions. So every student in the group has to listen, hear, understand and finally accept the viewpoint of group peers. In addition, the students must think harder to consider all viewpoints before reaching a consensus since the students have different experience in their own society from the standpoint of a specific social class, which cause them difficult to move beyond their individualistic viewpoint. They should integrate their perspectives with relevant theory to promote changes in their beliefs¹³. This type of consensus is usually used in trying to understand the content or used in deciding the criteria of success.

Moreover, agreement and decision made in a consensus must be oriented on learning goals so that the students are

encouraged to reach the goal. Sociologically in action theory, action is connected to the goal. Action theory was firstly popularized by Weber and followed by Parson, Dewey and Luhnman as reported by Joas and Becket in Turner¹⁴. Parson proposed that the actor was able to act in a purposeful manner, control, dominate and instrumentalize his own body. Dewey criticized the means-ends by introducing the roles of goals for the organization of action as the concept of “ends-in-view.” The goals were not externally set but emerged in the action process in a reciprocal interaction between means and goals and at the beginning, the goal was not specific but it became clearer after the actor understands the possible means to gain the goal. Then, Luhmann focused on means and ends as its central categories, assuming that actors possessed goals and applied means to achieve these goals but took constraints on their possible courses of action into account. He proposed to see goal setting as a means to reduce complexity¹⁴.

The purposes of this research were to find out various techniques used by the lecturers in handling consensus regarding to learning tasks and the effect of using the techniques on their students’ learning behavior in doing their tasks. The solutions to the negative learning behavior were also explored.

MATERIALS AND METHODS

This study was done at seven Study Programs (English, Indonesian, History, Sociology, Geography, Biology and Guidance and Counseling) of Teachers’ Training College called Teacher Association of the Republic of Indonesia West Sumatra. It is cross sectional survey conducted for about 10 months from February-November, 2019. Researchers collected data from different participants who worked in the same period to find out the patterns. To collect the data, they interviewed 6 research lecturers who taught at Teacher Association of the Republic of Indonesia West Sumatra, fourteen thesis supervisors and 14 students who wrote theses. The Research lecturers were chosen as informants purposively based on their experience in teaching. Meanwhile supervisors were chosen based on the fact that they supervised students whose research methods were qualitative for their theses. On the other hand, the students were chosen as informants since their theses used qualitative methods or mixed method. Interview was individually done to each lecturer, supervisor and student while researchers recorded the voice.

Statistical analysis: Data were analyzed based on the group of participants. Firstly, the data got from Research lecturers were used to answer how the lecturers handled consensus

with the students regarding to their learning tasks. The second question was answered by analyzing the data from supervisors and verified with the students' answers. The techniques of data analysis involved transcribing audio recording, exploring and coding the data, using the codes to describe the data, representing and reporting findings, interpreting findings and validating the accuracy¹⁵.

Techniques of handling consensus (THC) include giving reward and punishment, giving instruction to follow rules and stating the criteria of achievement. Moreover, each technique has the effects on students' learning behavior as described below:

Giving reward and punishment (GRP):

- I even promised to give a reward to them. To those who could finish their task well, I would select their tasks. The tasks were truly for additional ones

The effect of giving a reward motivated students to do learning tasks as proved in excerpt 2.

- They certainly did their tasks well. They came to check whether the method and theory were correct both inside and outside of classroom activities

Rewarding students by giving opportunity to them to consult the task out of schedule influenced some students in doing learning task. The data above show that the lecturer succeeded to motivate students to do learning tasks, since some of them were actively doing learning task as if they consulted with their final project supervisors. The datum was shown from the statement of supervisor that some students indeed knew their research problems but some others just followed their friends in doing their tasks. Furthermore, another lecturer said that most students were not ready to do a research. Therefore, rewarding system can be effective for some students but not for the others.

The fact promotes a critic that why only some students are active to discuss their task with their lecturers. A previous research related to psychological factor as affected by communication¹⁶ is relevant to the question. When the lecturer made a consensus with students, she has to create motivational climate or mastery climate and try to avoid ego climate, for example showing target and advantages of achieving the target. Consensus encourages students to explore their viewpoints and appreciate the others'. By contrast, when the students have ego climate, their anxiety level becomes increased but their self-esteem becomes

decreased. They will not be shy to cheat others' work in order to accomplish their task. Therefore, before handling a consensus, lecturer should create the appropriate climate which can motivate students to master learning content and avoid blaming at the end.

In addition, lecturer tries to consider different types of uncertainty about alternatives they prefer, the roles of lecturer as decision maker and importance of each criterion for final decision¹⁷. Therefore, lecturer can group students who have similar or identical topic for their assignment and let them consult to the lecturer together. Therefore, they can learn to each other about each question and answer. Then, they can do their individual task after they become certain with their topic.

- Every student who asked and answered a question was given a point

The consensus above could affect some students' learning behavior but some others were still confused with the task so that they did not do anything for the task, as the following excerpt.

- Thus, some students were motivated to do the task but some others were confused with the tasks

Different from excerpt (1), the consensus found in excerpt (3) is that lecturer gave one point for every student who asked and answered a question without considering the accuracy of the answer, considering the students' lack of knowledge. He concluded that the reward system affected some students to do task activities but did not for some others since they were still confused with the tasks as the excerpt (4). The fact got from supervisors proves that the students' insufficient practice in class can be added when they meet their supervisors. The supervisory meeting which happened if they feel they do not understand the content, mainly if the students' background knowledge is still low is done for the sake of considering effective domain in leaning development¹⁸. Therefore, consensus about affective domain, such as the points given for questioning and answering can be used by a lecturer in this situation. In short, feeling and emotion can support development of cognition and skill. As revealed by Mueller¹⁹, emotion has impact on cognitive control and this cognitive control surely leads to cognitive development. For example, when feeling fear, students' processing of cognition becomes slower, which then impacts on the students' skill. On the other hand, when students feel peaceful in class, the process of cognition runs well, so that they can develop their cognitive

aspect and their skill. Contrasted with giving reward, reducing score was used as punishment as the following datum.

- Every meeting, the students' summaries were collected. If the tasks were collected late, the score was reduced 1 point

The task in excerpt 5 is related to their readiness to learn. They should read learning material and summarize it. So if they did not write the summary and did not collect it in time of learning process, they were punished by reducing the score. Even, they could not achieve A if they were not discipline. Such consensus was applied by the lecturer so that the students became enthusiasm in doing and submitting their task, as informed by the lecturer that they became enthusiastic.

Their enthusiasm to write the summary helped them in writing their theses even though initially, they could not or they forgot how to do a research but after discussing with their supervisors, they could do it, as informed by a supervisor, (If their friends did a research about a certain topic, they also did the same. But after discussing with their supervisors, with us, it was found that it was not the topic they really wanted to study. Another supervisor stated that his students found many difficulties in writing a thesis. After confirming the students about their problem in writing a thesis, they stated that they got problem with their writing skill and were unwilling to do a challenging task.

The data above show that learning task given by the lecturer to read some sources and write the summary, did not work well enough to enable students to write a thesis if it is not followed by intensive practice. Thus, the practice task should be added more, as the students who have got direct experience will have got deep understanding of a subject. In short, applying work-based learning and experiential learning theories²⁰ are most considerable in research class.

To emphasize, to achieve decision about reward and punishment, lecturer and the students need to associate inside or outside of class. Their connection can result in good social relation by which the trust can be achieved and by having trust, the students can do the action of selection²¹, which affects their psychological well-being. For example, the lecturer offers some categories of task and the students must choose one of the categories with possible risk they can accept for their choices. The students' choice is decided after they discuss with lecturer. Moreover, by having psychological well-being, students' activities in the class can be more organized.



Fig. 1: First technique of handling consensus

THC: Techniques of handling consensus, GRP: Giving reward and punishment, APE : Adding point for effort, ARPD: Adding or reducing point in relation to discipline

The finding about punishment and reward used in consensus is related to Bandura' social cognitive theory, by which people were thought conditioned and trained to respond in certain ways²². This theory becomes the basic in using punishment and reward. Finding also shows that punishment and reward which will be applied in classroom should be discussed with students in order that their efforts in learning become increased. Moreover, students avoid learning slowly but try to learn faster since they hate punishment. On the other hand, when they have done learning activity well and got reward, they tend to remember the activity²³. In conclusion, using reward and punishment can be effective to increase the students' effort in learning if they are preceded by activity resulting in a consensus. The first technique in handling consensus, is presented in the following Fig. 1.

Giving instruction to follow rules (GIFR):

- I gave instruction about tasks given to the students by making agreement and adjusted with a semester lesson design called (RPS)

The technique of handling consensus such as the above datum influenced the students' behavior in learning, minimally in preparing a title of their final project. It could be seen in the following datum.

- After studying research methodology, the students have got a topic...

Consensus which was made by the lecturer and the students in the excerpt above contains instruction about the tasks which were stated in lesson plan. Instead of instructing students to follow some rules in the first meeting, the lecturer motivated students to agree and apply the rules in learning Research. It sounds more authoritarian but since the rules were decided after they have got an agreement, the technique of handling consensus can be considered democratic. This technique was not so effective that the

students only got research topic after learning this subject and could only understand a little bit about the research method as the excerpt 6 and 7. Another datum was got from their supervisor showing ineffectiveness of using the technique of handling consensus above, “sometimes, the students just copied-pasted their seniors’ works” and another one said, “The students came with a title and they sometimes just follow their friends”.

The problem might happen that the students did not follow the rules and the lecturer did not monitor the application of the rules. Therefore, the following study of control on implementation of the rules of learning may enable to explain the above problem. Moreover, lecturer guidance through dialogically oriented question may help students understand what to do. For example, the lecturer asks student to tell about what topic they want to study, what sources they need to understand regarding to their topic. Then they are suggested to search some articles related to their topic. They can come again to their supervisor with sources to discuss. As proved by a previous researcher, authoritatively oriented question limits the students’ opportunity to demonstrate higher order understanding. Meanwhile, dialogically oriented question gives opportunity for students to explore their deep understanding of knowledge²⁴.

- Thus in the task, it is how to make all students involved, isn’t it? It was negotiated before

The commitment was about the students’ action to be involved in discussion. In excerpt 7, it is found that to gain the minimal target of learning, such as having a research title for final project, the students were instructed to do learning task. It was informed since the first meeting. Then in excerpt 8, it is explained that to gain the purpose, the students must follow the rules. The process that they follow can affect their behavior in doing the task. If the students are not involved in discussion, they can be more nervous to present a topic or to answer a question. Moreover, their self-esteem among their friends can be low and as the result, they get nothing after learning. On the other hand, the students’ involvement in discussion can influence their emotion from passive to active and from less confident to be more confident. In conclusion, students will gain a more sense of mastery about the task which stimulates their confident in presenting their topic. The effect of engaging all students in discussion can be seen in the following datum.

- For this time being, it is good enough... every group in charge has a group task, meanwhile the others have individual task about related topic

Excerpt 9 contains information about the new way to organize the students’ action in doing learning task. Every group has responsibility to explain a topic in a semester. They search the source about the topic and discuss it in group. In one meeting only one group has in charge to present a topic and the remaining students who do not belong to the group members must find and read the topic individually. This management of doing the task involves all students to do action to achieve learning goals. Compared with the fact got from supervisors, one of them told that the students came to consult when they knew nothing about the theories. Thus, they asked their supervisors to think about it quickly. Only a few students were ready when coming to supervisor. Data got from students also proved that the students found problem in writing their thesis. In short, asking students to present a topic may increase students’ confidence in learning but it seems ineffective to develop their skill in doing a research. The students’ lack of comprehension when presenting a topic may limit their achievement to be skillful in writing. Moreover, when students present a topic, the activity only achieves comprehending but not applying the skill.

The three views about action theory are useful to make students active in doing learning task¹⁴. The students must know the purpose of doing learning task, follow the process and organize the tasks. Findings shows that three theories of action had been done but researchers found there was a psychological gap to be considered, that is the students’ strong determination which was called “willpower”. Even though the goal, the process and management of gaining the goal have been organized well but without willpower, the students’ action will not be maximal. Therefore, researchers suggest that it is added to element of students’ action. The students must have will-power instead, since they can give up doing the task easily if they find problem in gaining the purpose. To emphasize, the success is not determined by what they can see but depends on how industrious they have done the action²⁵. In other words, it is the most powerful cause of the action, “It gets every good that it earns and it suffers every ill that it earns”²⁶, meaning that everyone will get the benefit and dis-benefit from what they do. The second technique is presented in the following Fig. 2.



Fig. 2: Second technique of handling consensus

THC: Techniques of handling consensus, GIFR: Giving instruction to follow rules, IFR: Instructing to follow rule, MAAR: Motivating to agree and apply rules

Stating criteria of achievement (SCA): Both lecturer and students set the goal and key indicators of the course and relate their task to the goal. The student will get point 80 if they can meet all the indicators. The commitment was informed in the first meeting. For example, point 80 is given if Chapter 1, 2 and 3 have met the criteria. However, no specific effect can be achieved through this way as proved in the following information in datum below.

- In research class, almost all students had got A but after finishing the lecture, they asked for title, having no ideas about a title

From excerpt 10, researchers found that deciding the criteria to achieve 80 was a consensus made before asking students to do learning task. However, this way just led the students to think about their score and did the activity until they achieved the criteria. Sometimes, they did not follow the process but did any ways including cheating. Therefore, social connection made by students among them was not proposed to understand learning task but it was more focused on achieving the criteria. As the result, almost all students could get A for the subject as the final mark as stated in excerpt 11. On the other hand, their grade in research subject did not contribute to their skill in doing a research. It was proved by their difficulty in finding research title for final project. It was also found by their supervisors stating that most students did not understand research yet when they came to their supervisors. In addition, the students also confessed that she found it difficult to write a thesis (all students). Although the lecturer and students had made the consensus about the goal and criteria in the beginning of the course and they had achieved the criteria in research class but when they discussed with their supervisors they still found difficulties. Therefore, criteria which will be decided need to reconsider which really support students' skill in writing final project.

In learning some students just learn to achieve minimum criteria since they cannot achieve the higher target. If they can achieve it, they feel satisfied. They think they have been successful if they can achieve the criteria and do not feel worried to fail. As stated in self-determination theory that when a lecturer can provide opportunities for students to satisfy their basic needs, they can be innately motivated²⁷. Thus, a consensus about clear and detailed criteria can affect their emotion in learning, for example, they will not feel nervous if they feel the task more complicated since they can achieve minimum criteria. However, it can only be applied for the students who had problems with task but for those who can be encouraged to produce higher standard of competence.

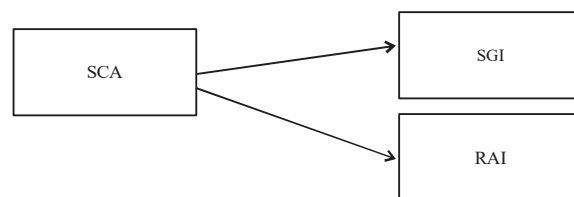


Fig. 3: Third technique of handling consensus

SCA: Stating criteria of achievement, SGI: Set the goal and indicator, RAI: Relate achievement to indicators

From the data and the analysis, researchers found that the techniques of handling consensus applied by the lecturers influence students' learning behavior in a short term. For example, they did what the lecturers asked by following the rules during learning process and since the grade was much focused on learning process, the students could achieve the low target of learning, such as engaging in discussion and doing the summary. However, the consensus did not affect their behavior in long term, such as the process of doing their final project. It is proved by the students' problem when writing final project as reported by the Research lecturers and the students' supervisors for final project. It might happen because of the content of consensus. Thus, the content of agreement about their discipline in submitting learning material summary and their engagement in discussion in asking and questioning can influence the process but cannot influence much on the students' skill in writing a research. To be more effective, it is suggested to lecturers to add some more contents of consensus, especially the target of competence that will be achieved. What has been stated in syllabus should become orientation of learning, though the process of learning with rules has been followed well. To emphasize, the process of learning is followed to achieve goals but it does not change the goal though the process is followed on the other hand. The third technique is presented in the following Fig. 3.

The techniques of handling consensus by giving punishment and reward affected the students' behavior in doing learning tasks as shown in Fig. 2. But, if it is done because of the rules without their understanding of learning material, they just do it by copying and pasting others' works. Therefore, punishment and reward should be done based on the accuracy of the study instead of the class engagement. Moreover, students' preference should be considered in making decision in order that they can have commitment to learn²⁸. The second technique, giving instruction to follow the rules did not influence much on the students' behavior in doing learning task. Though they had got a research topic, they did not understand it much, so they asked about their

friend's topic and wrote the topic which was almost similar with it. Finally the third technique, stating criteria of achievement was used by all lecturers but since it was not clearly and inconsistently implemented, it did not have benefit for students in writing their thesis. Even though they had got higher grade in the class, they still found difficulty in writing a thesis, for example, some of them could not find a good research topic. The facts above cause researchers to have some assumptions as follows.

First, the students misunderstood the target of learning so that they thought that if they had followed the rules, they had achieved the target. The content of consensus must be added with orientation on the quality, so that the students become more serious to produce a better task. Second, the instruction to follow the rules can be followed by the action to control the application. The techniques can be combined with giving reward to those who obey the rules and punish those who break the rules. Third assumption is that the students might have low competence in writing, so though they understood research method, they could not arrange their idea in written form. Finally, their lack of knowledge about topic to investigate might cause them to get difficulty in writing their final project. Therefore, involving them in assessing their task by using criteria of achievement might be useful to increase their skill in writing a research¹⁰.

RESULTS

Having analyzed the data thoroughly, three techniques were found of handling consensus, GRP, GIFR and SCA, implemented by lecturers when asking students to do learning task in Research class. Figure 1-3 presented under the methodology described the processes of implementing the techniques of handling consensus. In this section, both positive and negative effects of the techniques on students' learning behavior are presented consecutively and followed by the solutions to the negative effects.

GRP affected students' learning behavior in 2 ways, positive and negative, presented in details in the following Fig. 4.

It caused some students to do learning task better (DTB) in learning process. They consulted lecturer as if they had consulted their thesis supervisor (DTCS). Moreover, they discussed their tasks with friends (DTF) and tried to find sources (FS). However, some other students were found just copying seniors' tasks (CST). Moreover, when writing their theses, many students seemingly did not understand what to do with thesis and got no ideas in their thesis (GNIT).

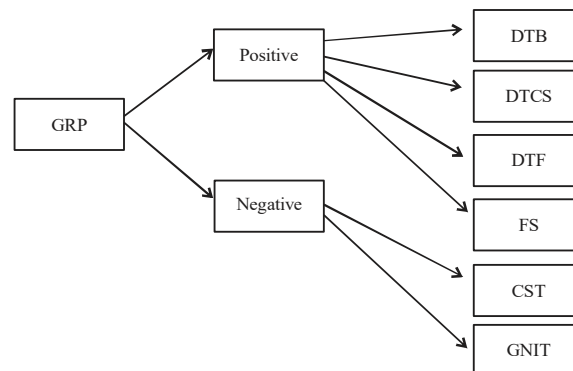


Fig. 4: Effect of GRP on students' learning behavior

GRP: Giving reward and punishment, DTB: Doing task better, DTCS: Doing task as consulting with thesis supervisor, DTF: Discussing task with friend, FS: Finding sources, CST: Copying seniors' tasks, GNIT: Got no ideas in their thesis

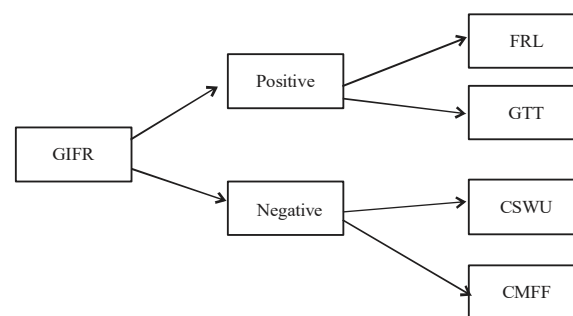


Fig. 5: Effect of GIFR on students' learning behavior

GIFR: Giving instruction to follow rules, FRL: Followed the rules of learning, GTT: Got topic of their thesis, CMFF: Chose methods following friends, CSWU: Coming to supervisor without understanding

The second technique, GIFR also had positive and negative effects on students' learning behavior which are detailed in the following Fig. 5.

GIFR influenced students' learning behavior positively in a short term. For example, they followed the rules of learning (FRL) and since the grade was much focused on learning process, the students could achieve the low target of learning by engaging in discussion and doing the summary, so at the end of the semester they had a topic of their thesis (GTT). However, the consensus did not affect their behavior in long term. For example, when coming to their supervisor, they did it without understanding their topics (CSWU). Moreover, viewed from the titles they had chosen, many titles used similar methods which they could not explain to their supervisors because they chose them following friends (CMFF).

Similarly with the first and the second techniques, SCA positively and negatively affected students' learning

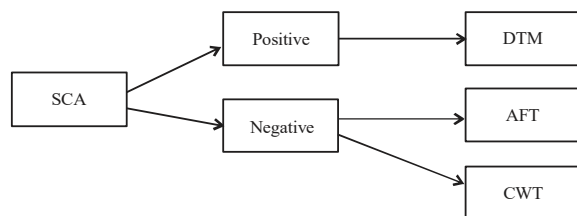


Fig. 6: Effect of SCA on students' learning behavior

SCA: Stating criteria of achievement, DTM: Doing the task maximally, AFT: Asking for thesis title, CWT: Confused in writing thesis

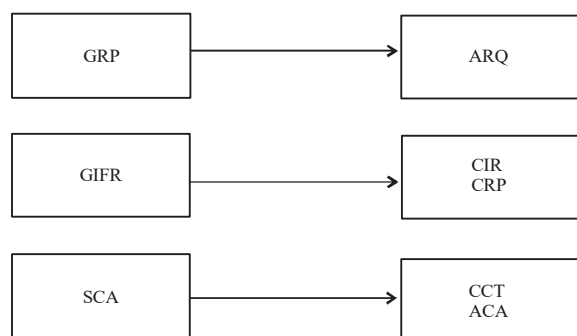


Fig. 7: Solutions to the weaknesses of handling consensus techniques

GRP: Giving reward and punishment, GIFR: Giving instruction to follow rules, SCA: Stating criteria of achievement, ARQ: adding requirement of task with the quality, CIR: Controlling implementation of rule, CRP: Combining it with reward and punishment, CCT: Clarifying the criteria of task, ACA: Applying them in self-assessment

behavior. Types of behavior as affected by the technique are presented in Fig. 6.

SCA had positive effect on students' learning behavior when learning research, for example they did the task maximally (DTM). However, it did not have effect on their skill of doing a research since they still asked the lecturer for their thesis title (AFT). Furthermore, they were still confused with what to write in their theses (CWT). In short, all techniques of handling consensus affected the students' psychological well-being mainly in the process of learning, though it did not cause them to get easy in accomplishing their theses.

As each technique affected students' learning behavior negatively, the following activities were considered to become the alternative solutions to the problem. What were proposed to do by the lecturers to encounter the negative effects of consensus handling techniques are presented below in Fig. 7.

That some students were successful in research class when given reward and punishment but difficult in writing their thesis, raised a problem to discuss. Considering the students' knowledge background, lecturers did not decide the

result of tasks as the orientation of teaching but on the process instead. As long as they did the tasks, they got the point. Therefore, adding requirement of task with the quality (ARQ) by intensively practicing what has been learned is useful to develop the students' skill in research. GIFR which affected students to do CSWU and CMFF can be solved by controlling the implementation of the rules (CIR), combined with GRP. Finally, using SCA useful for attaining the target of task did not help students to search research topic and to decrease their confusion in writing thesis. It can be solved by clarifying the criteria of task (CCT) and applying them in self-assessment (ACA).

DISCUSSION

The techniques used by lecturers in handling consensus can be categorized into GRP, GIFR and SCA. GRP affected students' learning behavior to be enthusiastic and more disciplined. Previous research found that classroom discipline strategies effected students' willingness to communicate²⁹. Another researcher found that individuals were highly motivated to avoid loss and engaged in cognitive resource under loss threat³⁰. Miyasaka and Nomura³¹ found that punishment and reward affected adolescents' inhibitory control. When the reward is present, their inhibitory control was lower than when it is absent. Moreover, reward can influence students' social emotion, such helping others. In the task of writing summary of learning material, punishment and reward mediated students' complex cognitive functioning³² but did not increase the students' skill in writing.

The next finding, consensus preceded by giving instruction to follow rules (GIFR), was usually done in the first meeting. It is to develop students' personal perseverance in dealing with the assignment³³. Instruction was used by experienced teacher when beginning classroom activity done to make students act by telling them what to do in the classroom or out of the classroom as homework. It is certainly focused to achieve learning goals³⁴. Thus, this technique affects the students' learning behavior. It may affect their learning result as long as the lecturer controls how the students run the rules and guides them in the process of the implementation.

The last technique is stating criteria of achievement. The criteria influenced the students' learning behavior. They can become satisfied when they can achieve the criteria but unsatisfied when they fail, which may affect them to have low commitment³⁵. However, it does not cause students to write their thesis conveniently if it is not focused on the accuracy of the task by using clear guidelines. Some researchers studied about criteria for achieving the quality of learning³⁶⁻³⁸.

There are several limitations of this research. First, that this research was done in one location of private colleges, the result is also limited. A variety of techniques may occur if it is done in some colleges, including at state colleges. Another limitation is related to the techniques of data collection. It was not observed the process of learning since the students who investigated had finished studying Research. Therefore, a survey focusing on how lecturers handle consensus in classroom activities and the effect on students psychological factors and learning achievement are good topics to study. Finally, increasing the number of informants and participants of this research may make this research more valid.

CONCLUSION

Consensus between lecturer and the students is one of the ways to show respect to the students, which then influences the students' responsibility in learning. Three techniques had been used by lecturers in handling consensus, GRP, GIFR and SCA. Giving the point in respecting to their effort motivated students to do better performance on their learning task but did not have an impact of their skill in writing thesis if it is implemented with lack of practice. GIFR usually done in the first meeting stimulated students to behave according to the rules. It is helpful to develop students' personal perseverance in dealing with the assignment, if it is done under the lecturer's guide and control. Finally, SCA is used to inform students the target of task so that they can plan what they can do to achieve the target. It will become effective if formulated clearly with detailed indicators so that the students become ready to do the task and take the risk on their effort by knowing the criteria.

SIGNIFICANCE STATEMENT

This study discovers the techniques to maximize students' learning behavior as affected by their psychological being. It can be beneficial for teachers and lecturers with classroom management problem. It will help researchers to uncover the critical area of interaction that many researchers were not able to explore. Thus, a new theory about classroom interaction and possibly other kinds of interaction may be arrived at.

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