

THE IMPLEMENTATION OF TEAM GAMES TOURNAMENT THROUGH BLENDED LEARNING

Rani Sofya

Economics Faculty, Padang State University
sofyarani.sofya@gmail.com

Abstract

This paper is a literature review on the implementation of innovation in learning by combining face-to-face learning and e-learning. Implementing this blended learning, especially in the subject course of Introduction to Accounting, where face-to-face meeting were conducted, is done through applying the cooperative model of Team Games Tournament in the class with the distance learning conducted through e-learning. Through the implementation of Team Games Tournament conducted with blended learning of face-to-face meetings and remote e-learning, it is expected that this technique fosters students' ability in problem solving. This paper discusses about blended learning, the Team Games Tournament implementation in face-to-face lectures and e-learning, and the implications of blended learning towards student's improvements of ability in problem solving.

Keywords : *learning, blended learning, students*

I. Introduction

ASEAN Economic Community is a form of agreement for the countries in Southeast Asia to implement free trade, in order to prepare themselves to face economic globalization and trade through the ASEAN Free Trade Area (AFTA) and to face global competition, especially from China and India. Countries in Southeast Asia need to improve their competitiveness in order to trigger economic growth.

ASEAN Economic Community imposed an agreement in which there are five things that should not be restricted in circulation in all ASEAN countries including Indonesia, such as the flow of goods, services flows, capital flows, investment flows and flows of trained workforce. The prerequisite that must be met by each ASEAN countries is competitiveness, both in terms of products as well as human resources, since if the competitiveness is not set, the countries will only function as a market of foreign products and the society will serve as a spectator that is unable to compete. Indonesia as the country with the largest population among the ASEAN countries has great opportunity to make its economy more productive and becoming the leader of ASEAN. Qualified human capital should be the Indonesian government achievement's target in order to manage its wealthy natural resources.

Education is a means to improve the quality of human resources. Education could improve the skill and knowledge of Indonesian. Intelligent, creative and innovative people will be able to achieve advancements in various aspects of life. Creativity and innovation will come from individuals who are able to overcome challenges and problems in their life. Individuals who are able to solve problems are individuals that have the ability to solve problems in a creative way so that he could resolve the issue properly with useful output.

Every individual especially learners should possess the problem-solving ability. Various facts which appeared indicate that the inability to confront and resolve problems make students conduct irrational acts when facing problems. The problems-solving ability need to be trained so that students do not easily succumb in facing problems. Through the learning process, students could be trained to solve problems.

Accounting subject not only gives students skills and knowledge in Accounting but also force students to have the problem-solving ability in its process. A problem solving skill consists of convergent and divergent thinking for creating the solutions (Newman in Sophonhiranraka, 2014). As the output of the accounting process, Financial Statements is a result of a long process of record in accounting. Students who learn accounting must have ability to solve problems in accounting, as in mathematics. Accounting requires a more complicated analysis capability, not only in mathematical form, but in terms of a more complex problem solving, in form of analysis and numbers accuracy in which each has its meaning and influence.

As a basic course, Introduction to Accounting 1 will determine the student ability in Accounting in the next level. In Introduction to Accounting 1 subject, the learning process should be conducted in a meaningful way that could motivate students in mastering the materials. Previously, as an option for lecturers at the college, this accounting subject is presented through expository and drill method. Learning that is done through expository felt less challenging and less motivating for the students and yet, it does not enhance their ability in solving problems.

The learning process should be able to foster student confidence, the competition motives and their ability to solve problems. One of the methods that could be selected is cooperative method of Team Games Tournament. This Team Games Tournament method is a learning method that gives students the chance to complete a task or solve cases in a group with a tournament atmosphere in the class. In Team Games Tournaments, students at different ability level work together in study teams to review key content and help each other in solving the problem in their learning (Fitriyanto, 2014). Problems or cases which are given in the learning will encourage students to have the ability to solve problems.

This Team Games Tournament method is implemented in learning the Accounting 1 through blended learning. Blended Learning is a learning method that combines two or more methods or approaches in learning, to achieve the learning process objectives (Rusman et al, 2013). Learning that is conducted in blended learning will provide the students with a more varied learning facilities. Blended learning will be implemented through the face-to-face meeting in the classroom as well as the online independent tasks. The face-to-face lectures will be held in a classroom by applying the team games tournament method while the e-learning designed will use the online learning which is also applied in the team games tournament concept. The application of multiple learning methods and media will give maximum results. The expectation is faster achievement in increased knowledge and skills as well as problem-solving skills, since the students are drilled with a variety of methods and media.

II. Theoretical Framework

Blended Learning

Learning is a process of knowledge transfer from teacher to students or as referred to educational interaction. Educational interaction (Sardiman, 2009) is the mutual communication to achieve the learning objectives. Teaching is a process that serves as guiding steps for the students in life, to guide, to nurture the students according to the developmental tasks that must be executed by themselves.

Lecturers as educators, who conduct educational interaction towards the students, need to apply appropriate methods, so the purpose of learning implementation could be achieved. Teacher must use many methods when teaching, because methods variations produce more interesting learning subject that attracted student attention, easily accepted by students and make the class become lively (Slameto, 2010). It is necessary for lecturers

to have knowledge in teaching methods as well as compliance with the subject content. Learning activities should be designed with ability to provide information, skills and activities that are needed to build a long-lasting understanding towards big ideas and core processes (Barkley et al, 2012).

Rapid development of information technology in the last decade is affecting education. Internet as a form of development has become a part of everyday life for both teachers and students. A variety of information can be obtained through the internet. Internet ultimately also affects the learning implementation. One of new methods which is a widespread use in the western educational world, such in US, Great Britain, and Australia is a learning method known as "Blended Learning" (Kusumawati, www.kompas.com).

Blended learning, according to Macmillan dictionary, is a method of learning which uses a combination of different learning resources, especially a mixture of classroom session and online learning materials. Blended Learning method is compatible with a variety of learning, emphasizing students to learn independently by utilizing a variety of sources in order to augment their insights, so students can build knowledge within them naturally, and then be able to apply that knowledge in everyday life (Listyowati et al, 2013).

Implementation of Learning through blended learning in some countries is considered quite successful. Blended learning is implemented with classroom-session applying team games tournament methods and through e-learning by using learning resources such as PowerPoint, quizzes, and individuals and groups assignments, which are also integrated with the tournament during the face-to-face classroom session.

Type of Learning Methods: Team Games Tournament

Indonesian National Qualifications Curriculum serves as a standard to improve the university graduates competence to be ready to use in industry. A learning process that increases the potential of students is required to achieve these goals. One of the learning concepts that could increase the students' potential is constructivism learning. Constructivism provides students with opportunity to construct their own knowledge. Suprijono (2010) states that constructivism provides the learning mindset framework as a social process or as a cooperative and collaborative learning. Students could actively construct the knowledge through cooperative learning. The cooperative learning provides an opportunity for students to constructs knowledge through joint exploration by the students as well as the sharing ideas activity with fellow students.

This cooperative learning model could be conducted through a variety of appropriate learning methods. Cooperative learning has various types of implementation techniques. Some types in cooperative learning are: Student Team Achievement Division (STAD), Jigsaw, Group Investigation, Number Head Together and Think-Pair-Share. The implementation of any type of the techniques obviously uses different steps but it still has the same learning principles.

One type of implementing cooperative learning model is Team Games Tournament (TGT). Cooperative learning model with Team Games Tournaments (TGT) type, or Team Game Match is originally developed by David De Vries and Keath Edward (1995). TGT is a type of cooperative learning that divides students into study groups which consist of 5 to 6 students who have difference in ability, gender and race or ethnic background. In the group task, the teacher provides worksheets to each group. The given tasks are handled together among members of each group. If any of the group members do not understand

the given tasks, then the other group members are responsible to provide answer or to explain it, before asking that question to the teacher.

III. Result and Discussion

According to Slavin (2008), implementation of Teams Games Tournament at lectures must meet five key components for the cooperative learning with Teams Games Tournaments (TGT) type, namely: (1) Class Presentation, The class Presentation in the Cooperative Learning with Teams Games Tournaments (TGT) is not different from regular teaching or classical teaching by teacher; it just more focused on only teaching the material being discussed. (2) Teams, The teams are composed of 4-5 people representing the mix of a variety of diversity in the classroom such as academic ability, gender, ethnic or race. (3) Games, Questions in games were designed and compiled from relevant materials that have been presented, in order to assess the acquired knowledge which is represented by each team. (4) Tournaments, The tournament is the formation of several games which will be competed. It is usually held on weekends or at the end of the unit subject, after the lecturer gives classroom presentation and after the team have worked on their sheets. (5) Team Recognition.

Team recognition is conducted by giving reward in form of prize or certificate towards efforts being made by the team during the study, so the team achieved a mutually agreed criterion. There are three rewards that could be given in a team reward. Team reward could be seen in the table below:

Table 1. Team Rewards

Criterion (team average)	Rewards
40	Good Team
45	Very Good Team
50	Super Team

Source: Slavin (2008:175)

In the course which implements blended learning, the quizzes are not only given in classroom session but also through e-learning. Students can also access the material through e-learning. The following is e-learning interface image, showing a menu display of activity that could be conducted by student in the team games tournament method.

The implementation of learning through e-learning is by providing some lessons that require students to read materials online or offline, to summarize materials and to discuss materials in a small team or forum and in a classical setting. Students who are already members of a team in face-to-face lectures remain in the same team, and done the quiz competitively, with fastest time criteria or even with the right answer criteria. Various quiz variations could be included in the tournament during the remote lectures, showing competition between team and team achievements.

Cooperative learning with Teams Games Tournaments (TGT) type brings many benefits for students, such as the students will have freedom to interact and to use their own opinion. Students will have higher self confidence. Disruptive behavior toward others will become less. Student motives to learn will be increased. Student will also have deeper understanding of the subject. It will also increase sense of kindness, sensitivity, and tolerance among students and between students with lecturers. Students could explore a subject or free subjects to actualize themselves, to bring out all of the existing potential within them, in addition to an active cooperation among students and also between students with the lecturer, and create a lively and interactive learning interaction in the classroom



Blended Learning Implementation of Team Games Tournament to Develop Students' Problem-Solving Ability

Blended learning can enhance students more understanding about concept (Hayati, 2015). Learning through blended learning with the implementation of this team games tournament will create a condition that make students become independent in obtaining information, processing information and solving problems and becoming more challenged and able to compete in a team.

Classroom session will be conducted through cooperative learning steps and activities of Team Games Tournaments (TGT) as follows: (1) The learning steps in cooperative learning with TGT type are following a sequence as follows: classical setting; Study Group; academic tournament; team reward and the removal or bumping. (2) Learning begins by giving lessons, then the lecturer announces all students that the learning will be performed through cooperative learning with TGT type and students are asked to arrange their seats to form team table. Students then are informed that they will cooperate within study groups during several meetings, and follow academic tournament which earn points for their team's score and they are also informed that the team who achieve the highest score will be rewarded. (3) The activities in the tournament include a competition at the tournament table for 3-4 students from different teams with equal ability. At the beginning, students are appointed to a certain desks or sitting arrangement. Students are asked to set the tables into a determined tournaments table. The tournaments table numbers could be in random. After the tournament equipments are completely shared, tournament activities are started. The game round for the first three students in a single table tournament could be seen on Figure 1. (4) At the end of the round, the winner gets a numbered card, the defeated challenger returns his card if he has any cards, but the reader is not given the penalty. Scoring is based on the number of cards received, e.g. in the tournament table that consists of three students results in a condition other than a tie, the highest winner gets score 60, the second 40 and the third 20. (5) With a model which

promotes teamwork and the ability to unite the difference of student intelligence, it will make each student able to have evenly value their abilities in terms of cognitive, affective and psychometric abilities.

Challenging and competitive learning will help students to be familiar with problems and to solve them. Baroody in Dahlan (2011) stated that a problem is a puzzling situation, which anyone will be interested to know the solution, but the solution strategy is not always available. A problem must contain (1) the desire to know; (2) the absence of a clear way of solving; and (3) requires an effort to solve them. Steps in problem solving according to Polya Masruotullaily (2013) are, namely: (1) problem understanding, (2) develop a problem-solving plan, (3) execute a plan settlement issues, and (4) do a re-check, with reason that this strategy are commonly used. Problem-solving skills are the basic capabilities that are needed to be owned by students who studied Accounting

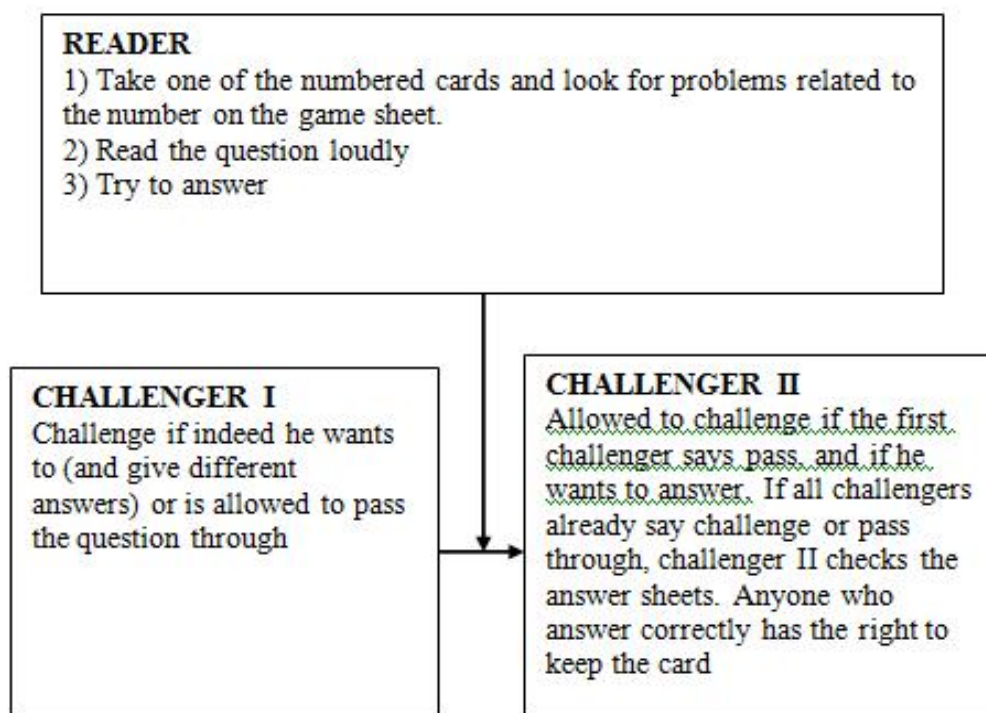


Figure 1. Round Games Chart
Source: Slavin Adaptation, 2008:173

IV. Conclusions

Cooperative learning model with the team games tournament type allows application of face-to-face lectures blended with remote lectures through e-learning. The stages in team games tournament are in form of a classical setting; study group; academic tournament; team reward and the removal or bumping, which are applied in classroom session and also through e-learning. Implementing team games tournament in a blended lecture session will make students more challenged and competitive. Students will be more familiar with problems and ways to solve them. Problem-solving skills will make students become more highly competitive individuals. However, the effectiveness of implementing

cooperative learning model in blended way of team games tournament is still need to be scientifically proven through a more through research experiment.

References

- Barkley, E.E., Cross, K.P dan Major, C.H. 2012. *Collaborative Learning Techniques (Teknik-Teknik Pembelajaran Kolaboratif)*. Bandung : Nusamedia.
- Dahlan, Jarnawi A. 2011. Materi Pokok Analisis Kurikulum Matematika. Jakarta: Universitas Terbuka
- Fitriyanto, Hari. 2014. The Effectiveness Of Teams Games Tournament (Tgt)Technique On Students' Mastery Of Simple Past Tense (A quasi-experimental Study in the eighth Grade of MTSN 13 jakarta). Skripsi. Online: tersedia di <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25248/3/HERY%20FITRIYANTO-FITK.pdf> [Diakses 02 April 2016]
- Hayati, Annur Fitri & Khairy Murdi. 2015. Pengaruh Metode *Blended Learning* Terhadap Pemahaman Konsep Peserta Didik Pada Mata Pelajaran Ekonomi *Jurnal Inovasi Pendidikan Ekonomi*. Vol 6 Nomor 2.
- Kusumawati, Niah. 2012. *Perpaduan Tatap Muka dan Kuliah Online Melalui Blended Learning*. [Online]. tersedia di: <http://edukasi.kompas.com/read/2012/06/06/11503150/Perpaduan.Tatap.Muka.dan.Kuliah.Online.Melalui.Blended.Learning>. [Diakses 02 April 2016]
- Listyowati, N., Surantoro., Wahyuningsih,D. 2013. Upaya Peningkatan Kreativitas Siswa Melalui Implementasi *Blended Learning* Pada Pembelajaran Fisika Kelas VII A SMPN 1 Mantingan 2012/2103. *Jurnal Pendidikan Fisika* Vol.1 No.1
- Masrutollaily dkk. 2013. Analisis Kemampuan Pemecahan Masalah Matematika Keuangan Berdasarkan Model Polya Siswa SMK Negeri 6 Jember. *Jurnal Kadikma* Vol. 4, No. 2, hal 129-138, Agustus 2013
- Rusman, dkk. 2013. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Bandung: RajaGrafindo Persada
- Kusumawati, Niah. 2012. *Perpaduan Tatap Muka dan Kuliah Online Melalui Blended Learning*. [Online]. tersedia di: <http://edukasi.kompas.com/read/2012/06/06/11503150/Perpaduan.Tatap.Muka.dan.Kuliah.Online.Melalui.Blended.Learning>. [Diakses 02 April 2016]
- Listyowati, N., Surantoro., Wahyuningsih,D. 2013. Upaya Peningkatan Kreativitas Siswa Melalui Implementasi *Blended Learning* Pada Pembelajaran Fisika Kelas VII A SMPN 1 Mantingan 2012/2103. *Jurnal Pendidikan Fisika* Vol.1 No.1
- Masrutollaily dkk. 2013. Analisis Kemampuan Pemecahan Masalah Matematika Keuangan Berdasarkan Model Polya Siswa SMK Negeri 6 Jember. *Jurnal Kadikma* Vol. 4, No. 2, hal 129-138, Agustus 2013
- Sardiman. 2011. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Slameto. 2010. *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta : Rineka Cipta.
- Robert E Slavin. 2008. Cooperative Learning Teori Riset dan Praktik. Terjemahan Lita. Bandung : Nusa Media
- Suprijono, Agus. 2010. *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar

Sophonhiranraka, Samoekan, Praweenya Suwannatthachoteb and Sungworn Ngudgratokec. 2014. Factors affecting creative problem solving in the blended learning environment: a review of the literature. *Procedia - Social and Behavioral Sciences* 174 (2015) 2130 – 2136