

Teams Games Tournaments Accomodating the students Diversity

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Abstract: Teachers must be aware that each student has various abilities and characteristics. Then, the teachers must be able to create a comfortable atmosphere in learning process that can accommodate student diversity, both at the level of learning readiness, interest and student learning styles. Therefore, the purpose of this article is to offer one alternative way to increase the student participation, student involvement, activeness and the student who the various learning readiness, interests and learning styles through Teams Games Tournaments. The research method that is used is literature review from several journals and scientific studies which reveal the same thing. It is believed that the contents of this article will be triggering in developing a framework for accommodating the student learning diversity.

Keywords: teams games tournaments, accommodation, student diversity

1. Introduction

In the Law of Indonesian Republic Number 20 of 2003 concerning National Educational System stated that education is a conscious and planned effort to create a pleasant learning atmosphere and learning process so that students actively develop their potential in having religious-spiritual strength, self-control, personality, intelligence, good moral, as well as the skills needed by himself, society, nation, and state. The education must be accessible to all children. It means that education differentiates about the background, ethnicity, nationality, religion, race, culture, abilities, characteristics or differences. Following Law Number 20 Year 2003 article 12 paragraphs 2 "Every student in every education unit is entitled to receive educational services according to their talents, interests, and abilities," teachers must be deeply understood that each student has their unique abilities and characteristics. Indeed, the teacher must be able to create a pleasant learning atmosphere and learning

process that can accommodate student diversity, both at the level of learning readiness, interest and student learning styles. Thus, the learning process can run well, and student learning readiness can be improved.

Based on students' learning interest in VI-grade state elementary school student of Demak Ijo, Sleman they have interested in learning natural science. Interest is an internal factor that has a significant influence on motivating children's learning interest [2]. The learning interest relates to the motive that drives to tend to feel attracted to people, objects, activities or can be an effective experience that is stimulated by those activities itself [4]. Most of the students like natural science study program, especially in experimental activities. The learning causes it is done by direct practice in finding out something become more exciting and enjoyable than learning that is done only telling the story. However, even though students are interested in science learning, based on the level of learning readiness, the average value of science in VI-grade state elementary school student of Demak Ijo, Sleman was still low.

The learning readiness is the condition of someone who makes them ready to respond/answers in the learning process [13]. The learning readiness indicator, namely, students' physical, mental, emotional, needs, and knowledge conditions. Physical conditions such as hearing, vision, health. The mental state involves the self-confident of someone, self-adaptation, emotional condition, tense. Their needs such as textbooks, lesson notes, student equipment. Knowledge such as reading books [3].

Poor physical, mental, and emotional condition of students, as well as students

'different needs and knowledge, it will undoubtedly affect students' readiness in participating in learning activities. Therefore, teachers must determine the learning models suitable for student diversity, so that learning objectives can be achieved.

Based on the initial data collection in VI-grade state elementary school student of Demak Ijo, Sleman, various it is found the different learning styles. The learning styles are the preferred method for students to learn and think in purpose to understand, organize, and process the information [1]. The ability to obtain and understand the information in each student tends to vary based on his learning style. Some of them tend to understand the information quicker through the five senses of vision (visual), there is also a maximum understand the information through the sense of hearing (auditory), while others maximally understand the information through physical activity (kinesthetic) [12].

From the three learning styles of VI-grade state elementary school student of Demak Ijo, Sleman tend to have a kinesthetic learning style. Therefore, the efforts are needed to meet the needs of the student learning in the classroom. One of the possible alternatives that can be applied to accommodate student learning diversity is the cooperative learning model, namely, Teams Games Tournaments (TGT). It caused of the TGT cooperative learning model is one type of the learning model that is easy to implement in involving the activities of all students without any difference among student status, including the role of students as peer tutors and it contains elements of the game [5]. The implementation of the cooperative learning model namely Teams Games Tournaments (TGT) trigger the students to collaborate each other and motivate each other with different abilities, so that it can be interesting for the student, not easily giving up and are always active in following and completing their assignments in the learning process [10]. Therefore, it is expected the various learning style those students in the class can be accommodated.

Based on the background of study above, it is needed to conduct a scientific research in the cooperative learning model namely Team's Games Tournaments (TGT) which is applied in natural science subject on purpose to accommodate the various students characteristic if it is viewed from the level of learning readiness, interest, and student learning styles.

2. Material & Methodology

The method used in this research was the literature review method. A literature review was a description of the theory, findings, and other research materials obtained from reference materials to be the basis of research activities to compile a clear frame of mind from the formulation of the problem to be examined. This method contained reviews, summaries and thoughts of the author about several sources of literature (articles, books, slides, information from the internet, etc.) about the topics discussed.

3. Results and Discussion

In learning activities, teachers must be able to create the learning model that can accommodate all students learning needs in the class with diverse characteristics, both from the level of learning readiness, interest and learning styles of the students, so that the learning process can run well. It must find an alternative method that can accommodate student diversity. One that can be applied is the Teams Games Tournaments (TGT) cooperative learning model. This method is chosen because the TGT cooperative learning model is easy to use, involves all students without looking at the level of student learning readiness, and it contains interesting educational games for students.

According to Slavin [14], the components of the TGT are as follows:

- a. Class Presentation
In the class presentation part, this part is contained direct learning as it is often done or learning discussions which are led by the teacher.
- b. Team
At the team formation part, the team has contained four or five students who represented all parts class unsure such as, academic performance, gender, race, and ethnicity.
- c. Game
At this game, part consists of questions with the relevant content, and it is designed to test the students' knowledge which is gained from class presentations and the implementation of teamwork.
- d. Tournament
At the tournament part, the tournament is a structure where the game takes place. It usually takes place at the end of the week or the end of the unit, after the teacher gives a presentation in class and the team has carried out group task on the activity sheet.

e. Team Recognition.

The primary purpose of team recognition is determining team scores and preparing certificates or other forms of the reward.

The three awards that can be given in group awards [11]:

Table 1. Group Awards

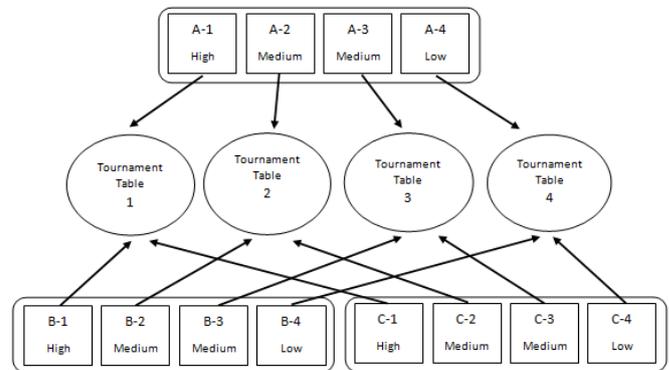
Criteria (Team average)	Award
40	Good Group
45	Very Good Group
50	Super Group

According to Ngalimun [9], the application of the cooperative learning model namely, Teams Games Tournaments is by grouping heterogeneous students. Then, the task of each group can be the same or can be different. After getting the assignment, each group works together in the form of individual work and discussion after finishing the teamwork task, presenting the teamwork results, so that class discussion occurs. If there is a time, the TGT can be held in several meetings, or in purpose to fulfil the time after the final examination and before the distribution of report cards.

The explanation of the implementation of the TGT learning model is explained as follows [7]:

- a. The teacher serves the material.
- b. Placing the students in study groups consists of 5 to 6 students who have different abilities, genders, and ethnicities or races. The chosen students work in their respective groups. In the study group, the teacher gives an assignment paper to each group. If there are group members who don't understand the assignment, the other members are having responsibility for providing explanations, before asking the question to the teacher.
- c. In purpose to ensure that all group members have understood the lesson, all group members will be given an educational game. In academic games, students will be divided into tournament tables, where each tournament table consists of 5 to 6 people who are representatives of their respective groups. At each table it should be there is no participants come from the same group. The students are grouped in one tournament table homogeneously in terms of academic ability. It means that in one tournament table, the abilities of each participant are made to be equal.

This selection can be determined by looking at the score that they obtained at pre-test. This game begins by notifying the rules of the game. After that the game starts by distributing question cards to play (question cards and keys are covered on the table so that questions and keys are not readable).



Resource.] The placement framework of the tournament member (Maisaroh, 2011)

Figure 1. The placement framework of the tournament member

- d. Playing Rule at each tournament table:
 - 1) Each player in each tournament table, determining the first question reader and the first player by the lottery.
 - 2) Then the player who wins the lottery draws a lottery card that contains the question number, and it is given to the reader.
 - 3) The question reader will read the questions according to the lottery numbers, which is taken by players.
 - 4) Furthermore, the test is done independently by the player and the challenger by the specified time in the analysis.
 - 5) After the time for doing the test is finished, the player will read out the results of his work which will be responded to by the challenger in a clockwise direction.
 - 6) After that, the question reader will open the answer list, and the score is only given to the player who answers correctly or the challenger who first gives the correct answer.
 - 7) If all players answer incorrectly, then the cards are left alone. The game continues on the next question card until the entire question cards are read out, where the player's position is rotated clockwise so that each participant in one tournament table

can act as a reader of questions, players and challengers. Here the game can be played many times with the condition that each participant must have the same opportunity as a player, challenger, and reader of questions.

- 8) In this game, the question reader is only tasked to read the questions and unlock the answers list. They may not participate in answering or giving answers to other participants. After all, cards have been answered, each player in one table counts the number of cards obtained and determines how many points are earned based on the number of the table that has been provided.
- 9) Next, each player returns to his group and reports the points earned to the group leader. The group leader puts the points obtained by group members in the table provided and then determines the reward criteria received by the group.
- e. The scores obtained by each participant in the educational game are recorded on the score sheet. The group scores are obtained by adding up scores obtained by members of a group and then divided by the number of members of the group. This group score is used to give team awards in the form of certificates or prizes by including certain predicates.

The strengths and weaknesses of the TGT type of cooperative learning model include [11]. The advantages of the TGT Cooperative Learning Model are: a) It can increase the time spent on the assignments. b) Promoting acceptance of individual differences. c) With a little time, the student can master the material in depth. d) The teaching and learning process based on student activeness. e) Educate students to socialize with others. f) Higher learning motivation. g) Better learning outcomes. h) Increases kindness, sensitivity, and tolerance.

The weaknesses of the TGT Cooperative Learning Model are:

- a. For teacher
The difficulty in classifying students who have different abilities in terms of academics. This weakness can be overcome if the teacher who acts as a controller, more careful in determining the division of the group. And the time spent on discussion by students is quite a

lot so that it exceeds the allocated time. This difficulty can be overcome if the teacher can master the whole class.

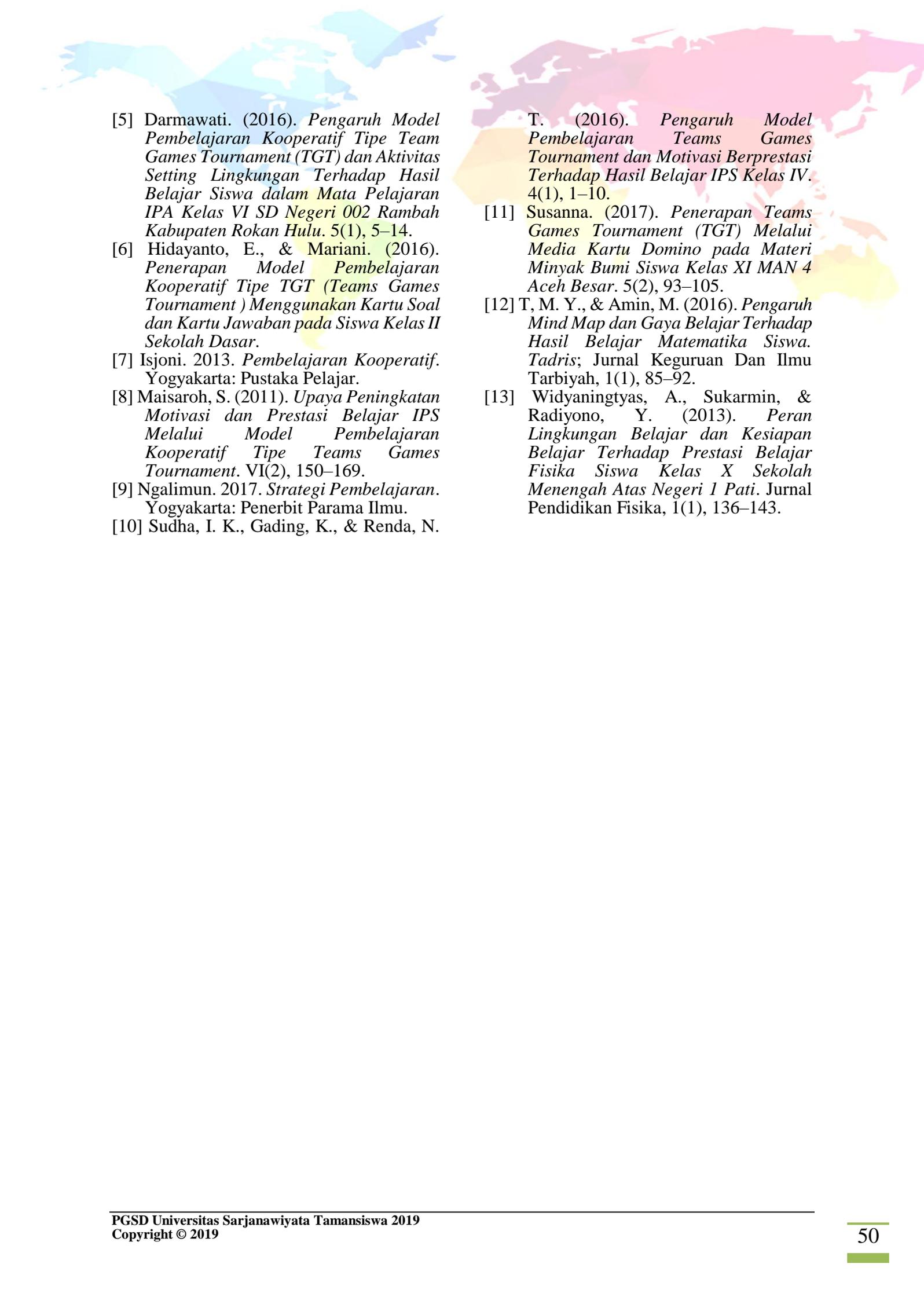
- b. For Student
There are still high-ability students who are less adapted and difficult to explain the materials to other students. The teacher role to overcome this weakness, the teacher's job is to guide the students who have higher academic abilities so that they able to share their knowledge with other students.

4. Conclusion

The education must be accessible to all students. It means that education does differentiate the background, ethnicity, nationality, religion, race, culture, abilities, characteristics or differences. The characteristics owned by each student in the class are not the same such as the level of learning readiness, interest and learning styles of students. Therefore, teachers are required to be able to create a better atmosphere and learning process that can accommodate student diversity. One alternative method that can be used to accommodate student diversity is by applying the cooperative learning model of the Teams Games Tournaments (TGT). The TGT cooperative learning model is easy to implement, involves all students, contains educational games, can train cooperation and motivate students to learn. This learning model has five components: Class presentations, Teams, Games, Tournaments and Team Recognition.

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