Increasing Civics Learning Achievement by Applying Cooperative Learning: Team Game Tournament Method

Etin Solihatin\textsuperscript{a}, Ali Öztürkb

Abstract
The most important goal in civics education is to ensure that each citizen has a good understanding of ethics and moral behavior, and thus stresses the constant link between knowledge and practice. In this context, to increase understanding of civics education for being able to create the best generation and condition in the future life, study on this issue is becoming a very crucial manner. In general, methods like discussion and dialogue are used to allow students to express themselves. However, cooperative learning in particular addresses many of the needs and concerns facing by educational systems and Team Game Tournament (TGT) method is one of the preferable methods of cooperative learning. This study was aiming to increase civics learning achievements by using cooperative learning based on TGT method on secondary school students of Jatisari of Indonesia. The action research procedure was also used so as to be able to evaluate the influent, impact, and result of TGT. Accordingly, cooperative learning with TGT method has successfully given positive contribution to increasing student learning civics achievement.

Keywords
Cooperative learning, Team Game Tournament (TGT) method, civics education

In this paper, a brief overview will be offered on the line between theoretical and applied sociology at the sample of civics education by applying cooperative learning in the context of interdisciplinary studies. The research study was about increasing civics learning achievement by applying cooperative learning in terms of Team Game Tournament (TGT) method and the field of research took place in Jatisari of Indonesia.

The civics education is a crucial and basic part of social sciences with a particular reference to the fact of socialization. So as to provide mutual solidarity, sharing, love, respect, friendship even brotherhood, sense of national belonging, and identity among the citizens of countries, what the governing bodies or administrators are seriously required to do is to apply this crucial civics tool.

Civics education is a kind of cement which is very essential for socialization and unity of any nation of any country. Particularly for those countries, which have plural structure with a diverse racial and cultural background, they certainly need civics education. Indonesia is one of these countries that has very

\textsuperscript{a}Jakarta State University, Indonesia
\textsuperscript{b}Bartın University, Turkey

Correspondent Author:
Ali Öztürk, Bartın Üniversitesi, Edebiyat Fakültesi, Sosyoloji Bölümü, Bartın, Turkey
E-mail: aliozturk@bartin.edu.tr
colorful structure in terms of race, language, religion, and culture with a huge population and surface area which consists of over 15,000 islands.

Thus, the questions are to be asked here: How can any country make use of this vital cement of civics education? What kind of methodologies apply for teaching subject matters of civics lessons for students in more sufficient and effective ways? Finally, how can educators implement the findings of studies, either field study, survey, interview, observation or other forms of researches, which are done by applying several methodologies?

As might be seen when these methodologies mentioned at the below, one of these methodologies is the TGT method. For this reason, this paper covers a research study which was about increasing civics learning achievement by applying cooperative learning in terms of TGT method. After all, it can be stated that seeing this vital need, this study undertook and dealt with a field research which was carried out with the secondary school students of Jatisari of Indonesia with a number of certain promising findings.

In the end, the paper is composed of six small sections, namely: introduction, study background and study objective, civics education, cooperative learning and TGT method, study methodology, and conclusions.

STUDY BACKGROUND AND OBJECTIVE

Civics education began to get special attention at the beginning of 1900s. Because of changing educational theories and socio-economic conditions, the sense of civics education has shifted from originally designed to teach basic about governance which mostly consists of subject matter that was to be memorized to a content focus with emphasis on social science and history. Recognizing that, an individual does not automatically become free and responsible citizens but must be educated for citizenships, one of the most promising approaches to increase young people’s informed engagement in school is based on civics education (Branson and Quigley 1998).

Today, civics education is taught in a manner that stresses the constant link between knowledge and practice. Methods like discussions and dialogue between students and teachers which are used to express themselves are very crucial in education (either formal or informal education). Therefore, cooperative learning is one of the examples of instructional arrangement that can be used to foster active student learning, which is an important dimension of civics learning. For this reason, from the developmental perspective, Slavin (1992) stated that the effect of cooperative learning on student achievement would be largely or entirely due to the use of cooperative tasks. In this view, the opportunity for students to discuss, argue, and present their own and hear one another viewpoint is the critical element of cooperative learning with respect to student achievements.

On the other hand, in cooperative learning, TGT method is one of the methods that is relatively easy to be implemented (Slavin 1990). Moreover, he indicated that TGT method is one of the eldest and most extensively researched forms of cooperative learning. It is also among the most widely applicable forms of cooperative learning, which have been used in grades two through 12, in subjects from mathematics to languages, arts, and social studies and sciences.

Thus, not surprisingly, there are a lot of researches on cooperative learning, but very little research was observed about the influential of cooperative learning on civics education. Taking into account the importance of civics education as stated before, so that in this study, the effect of cooperative learning TGT method on student civics learning achievement in Jatisari West Java of Indonesia was carried out as the main purpose.

The most important manner of using cooperative learning in this study is mainly based on the reality
condition in Indonesia. Learning civics is stated by noticing the material that is going to be taught on the board, then teacher explains the lesson, in this manner, the student acting as recipient and doing passive role in the class. To better teaching learning activities, it should be a better way conducted in the process, the way which includes all the students to act in active role. Cooperative learning provides an opportunity for learners to conduct social interaction in a conscious and deliberate manner to give space for thought experiment.

CIVICS EDUCATION

Civics and citizenship education is part of the Indonesia social sciences curriculum and is central to the principles, values, and key competencies of Indonesia curriculum, more over civics and citizenship education play an important role in the curriculum of Indonesian school. Reiss (2012) stated that young people who have civics education are more likely than other students to be able to interpret political information correctly, to discuss political issues, to monitor the news, and to feel confident about their ability to speak in public. Furthermore, Reiss stated that students who have experienced interactive civics education show a better ability to clearly express their opinions, have better collaborative group skills, and have a better ability to work in culturally diverse teams.

In other words, civics education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. It is crucial for the future health of democracy that all young people be knowledgable, engaged in their communities and politics, and committed to the public good (Branson and Quigley 1998).

In this context, encouraging the development of civics skills and attitudes among young people has been an important goal of education in Indonesia, and was the primary impetus for originally establishing public schools. According to the Regulation of Republic of Indonesia No. 20 (2003), Article 37, civics education is essential to sustain constitutional democracy and to build Indonesian people to become citizen who are proud of their nationality and love their country.

Obviously, civics is the study of the great theoretical and practical aspects of citizenship, its rights and duties, the duties of citizens to each other as members of a political body and to the government. That is why Branson and Quigley (1998) suggested that schools are the only institution with the capacity and mandate to reach virtually every young person in the country. Among all institutions, schools are the most systematically and directly responsible for importing citizen norm.

COOPERATIVE LEARNING AND TGT METHOD

The old paradigm of teaching is based on John Locke’s assumption that the untrained student mind is like a blank of sheet of paper waiting for the instructor to write on it. Because this, instructor thinks of teaching in terms of transferring knowledge from instructor to student, filling passive empty paper with knowledge, motivating student to learn through extrinsic rewards, classifying students into categories, conducting education within a context of impersonal relationships, maintaining a competitive organizational structure, and assuming that anyone with expertise can teach without training to do so (D. W. Johnson, R. T. Johnson, and Smith 2006).

Moreover, Johnson et al. (2006) pointed out that college teaching is changing from old paradigm of teaching and adapting a new paradigm based on theory and research that has clear applications to instruction teaching may now be viewed in terms of several principal activities. Therefore, Davison, Galbraith, and McQueen (2008) stated that the
implementation of the new paradigm of teaching begins with the use of cooperative learning. Its application is common among all age group ranging from elementary schools through cohort graduate studies. Cooperative learning has been proven to be helpful in encouraging learners to involve all participants, take a more active role in their educational pursuits, and to recognize fellow students as valuable contributor to their process of learning.

Further cooperative learning also grants students a great sense of achievements, productivity, and psychological well-being, group learning often heightens a student’s sense of responsibility as they and their group-mates learn together and teach one another. Another effect of this shared learning experience is that close proximity to, and reliance on, other learner exposes students to diverse personalities and behaviors, thus building their levels of tolerance and understanding socially (Tsay and Brady 2010).

Tsay and Brady (2010) further indicated that cooperative learning also meets the perceived need that education experienced as an individual learner was lacking in many ways. Such student did not reach the level of academic achievement that they otherwise might. Cooperative learning improves not only student academic performance, but their attitudes about learning as well.

There are around eight cooperative learning methods which organize the little groups of students with the objective of establishing the requirement in common, each method presents a different way of teaching learning activities, which makes some methods more relevant than others. Those eight methods are Learning Together (LT), Academic Controversy (AC), Student Team Achievements Divisions (STAD), Teams-Games-Tournaments (TGT), Group Investigation (GI), Jigsaw, Team Assisted Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC).

According to DeVries and Edwards (1973), the classroom organization with TGT method allows us to create an intergroup procedure so as to compare the degree of performance of the different teams. It consists of creating teams of four to five students and arranges a competition with the members of the other teams. The teams are the cooperative element of the TGT. The TGT guarantees the implication and participation of each of every member of the group and allows them to compete with the other members of the other teams who have a similar level to their own, which reduces considerably the angst of the competition.

**STUDY METHODOLOGY**

As known, there is no method which can be regarded as the better and more relevant than the others, it is a matter of using the method which better adopts to our needs, taking into account the characteristics of the students and the activity to be work on. However, cooperative learning has been proven to be helpful in encouraging learners to involve all participants, take a more active role in their educational pursuits, and to recognize fellow students as valuable contributors to their process of learning (Davison et al. 2008).

For instance, TGT is one of the methods of cooperative learning. The classroom organization with TGT allows us to create an intergroup procedure so as to compare the degree of performance of the different teams. The teams are the cooperative element of the TGT (DeVries and Edwards 1973).

To evaluate TGT influence and result, an action research procedure was employed. Action research is an evaluating procedure of finding out what best in the classroom is more systematic than personal reflection. Validity of groups comparison, data collection and data analysis were achieved through the triangulation technique, audit trial, and member check. The action research was conducted with three cycles, whereas each cycle is formulated with five stages: planning, action, observation, reflection, and revision.

The collection of the data is an important step in
deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happening in the classroom. The data gathered via observation sheet, learning motivation sheet, student pretest and posttest (score) form, and field note. All students enrolled in civics course in VII semester in 2013/2014 academic year of Jatisari Secondary School of Indonesia were eligible to participate in the research.

CONCLUSIONS
The main findings and results in this study presented item by item as follows:

(1) The students of civics learning class stated that their interest to the civics lesson had increased, they had motivated and learned the lesson more than before; their friendship relations had become more important and they understand the importance of studying together in cooperation;

(2) Cooperative learning with TGT method has successfully given positive contribution in increasing student learning civics achievements. The result showed significant gains in civics related knowledge at posttest in every cycle. It also showed better attitude toward civics. From pretest to posttest, the students increase their civics study achievements by 49% showed no reduction at all;

(3) Referring to the condition of Minimum Mastery Criterion for Civics Course to passed, which must be more than 70 score, at the end of the research (posttest), all students showed very excellent performance in civics learning achievements which is everybody passed the Minimum Mastery Criterion Condition.

As Aristotle pointed out that one of the main characteristics of human being is a being social animal, since he is formed with reason and will by means which man can be aware of the outcomes of his or her action. The rational awareness and deliberation of man in any action imply a sense of responsibility at both an individual and social levels with respect to what kind of action he is bringing about. This brings man to meet and face with sense and practice of morality. This sense and application of morality are particularly evident when his characterization taken into account. Because man lives in a society where he or she required to know sharing, friendship, solidarity, togetherness, and act in accordance with written or unwritten law of society at least.

In this context, the education is in fact only master key of creating such sense of awareness, of action, of accountability, of morality, and of knowledge with a view to being an ideal citizen of his or her own country. For this reason, today, there are more concerns regarding expansion of civics and citizenship education in the curriculums of most of the countries. As a result, this paper showed that in Indonesia, there are also several serious researches for how to increase civics learning achievement by applying cooperative learning with TGT method. So far, such research briefly presented with three positive concluding findings as presented at the above.

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References


**Bios**

Etin Solihatih, Ph.D., associate professor, Former Head of Political and Social Sciences Department, Director of Community Services of University, Faculty of Social Sciences, Jakarta State University of Indonesia; research fields: civics and citizenship (Pancasila) education, approaches, methodologies, and research skills in social sciences, and education technologies.

Ali Öztürk, Ph.D., assistant professor, Former Founder Chair of Sociology Department, Faculty of Letters, Bartın State University of Turkey; research fields: methodological problems in social sciences, imagology, civilization, social and cultural crisis, and philosophy of social sciences.