

EXPLORATION STUDY COMPARING THE EFFECTIVENESS OF METHOD OF TALKS WITH TEAM-BASED LEARNING METHOD

Sumiati

Indonesia University Of Education
Setiabudi Street, no 229. Bandung. Indonesia
e-mail: sosiologisumi@gmail.com

Abstract- *The review was affected by fundamental issues about how to best convey the learning material of Sociology. Team-Based Learning is accepted as a method of learning that can develop critical thinking skills. Team-Based Learning emphasizes opportunities for students to develop the ability to cooperate because it gives greater weight to the discussion (peer discussion) compared to learning by lecture method. This study aimed to determine whether a lecture or Team Based Learning teaches the content material better, develops skills, such as critical thinking; and creates a learning environment that is fun in learning Sociology. Data collection techniques in this study were conducted thorough the study of literature from books and the results of previous research. The results of this study concluded that Team Based Learning method can improve oral communication and critical thinking skills, and create a more pleasant learning environment than lecture method.*

Keywords: *Effectiveness, Team-based learning, Sociology*

Abstrak. *Kajian ini dipengaruhi oleh isu mendasar tentang bagaimana cara terbaik dalam menyampaikan materi pembelajaran Sosiologi. Team-Based Learning diterima sebagai metode pembelajaran yang dapat mengembangkan kemampuan berpikir kritis. Team-Based Learning menekankan pada kesempatan bagi siswa untuk mengembangkan kemampuan bekerja sama karena memberi bobot lebih besar pada kegiatan diskusi (peer discussion) dibandingkan pembelajaran dengan metode ceramah. Penelitian ini bertujuan untuk mengetahui dari dua metode yaitu ceramah atau Team Based Learning, metode mana yang lebih baik dalam mengajarkan materi, mengembangkan keterampilan, seperti berpikir kritis; dan menciptakan lingkungan belajar yang menyenangkan dalam belajar Sosiologi. Teknik pengumpulan data dalam penelitian ini dilakukan melalui studi literatur hasil-hasil penelitian terdahulu. Hasil penelitian menyimpulkan bahwa metode Team Based Learning dapat meningkatkan komunikasi lisan dan kemampuan berpikir kritis, serta menciptakan lingkungan belajar yang lebih menyenangkan daripada metode ceramah.*

Kata Kunci: *keefektifan, pembelajaran berbasis kelompok, sosiologi*

INTRODUCTION

Team-Based Learning (TBL) is an active learning method and can be developed to assist students in developing critical thinking skills. Team-Based Learning emphasizes the opportunity for students to develop the ability

to cooperate because it gives greater weight to the peer discussion compared to learning with lecture method. The lecture method has been criticized because it forms a passive learning environment, emphasizing the one-way flow of information, and does not sufficiently

engage students. In contrast, active learning approach such as the Team-Based Learning, prioritize interaction and the involvement of students to create multidirectional information flow. The results of the review with articles related to the paper presents an analysis to discover whether a lecture or Team-Based Learning are better to teach the material content; develop skills, such as critical thinking; and create a pleasant learning environment in the subject of sociology.

Most research on (Team-Based Learning /TBL) shows some differences in results between the groups taught using two different methods. Students are taught using Team-Based Learning is emphasized in improving oral communication and creative thinking skills than students who are taught using lecture method. in addition the advantages by using Team-Based Learning, they will be more familiar with their professors and classmates than students taught using lecture method.

DISCUSSION

Team-Based Learning (Team-Based Learning / TBL) is a form of learning by dividing students into small groups stable to promote accountability for students (Stein, Colyer, and Manning, 2016). This article linked on an exploratory study that compared the effectiveness of lecture method with Team-Based Learning method (Team-Based Learning / TBL). Team-Based Learning method (TBL) is a method of active learning technique where TBL method utilizes "inverted classroom," by giving the material outside of learning that support the involvement of the concept. This research needs to be done to show that TBL is effective in improving learning outcomes and be able to improve the ability to think critically in the group. Studying whether a better student involvement in the Team-Based Learning (TBL) interesting but actually is only indicates whether the process more interactive than the

lecture method. It is more important to indicate whether the result of active learning approaches such as TBL, produce better learning outcomes or not compared with the lecture method.

One of the active learning strategies student-centered is Team-Based Learning (TBL). TBL is a distinctive from other forms of cooperative learning because (1) employs a "team," as opposed to the group, and (2) implemented as a long-term learning strategy. The team in this sense is different from in the group that they require a higher level of commitment to the welfare of the group and consequently a higher level of trust among the group members (Fink, 2004). As an educator should be able to design a variety of teaching methods to help students work together in groups. Team-Based Learning can provide a new approach to teaching in the classroom. Students who are bored with the lecture method, may prefer a team-based learning model. It is method that involved the student in the class and have a better attitude toward the subject (Killian and Bastas, 2015).

Team-Based Learning (TBL) is an innovative teaching strategy that encourage lecturers to shift their class existence from "sage-on-the-stage" professors to "guide-on-the-side" for their student's educational journey. This shift is arguably allows students to learn in honing a better learning abilities such as critical thinking and problem solving (Macke et al. 2015). The Team-Based Learning is a specialized form of group learning with the purpose and procedures for developing cognitive skills. TBL also can provide teachers / lecturers with important information concerning the active learning model (Wanzek et al. 2015).

Active learning approach prioritizes interaction and student involvement to create multidirectional information flow. The team-Based Learning in medical education has emerged in recent years as a learning strategy

to enhance active learning and critical thinking, even in the face of problems (Parmelee and Michaelsen, 2010). Team-Based Learning (TBL) is an active learning method developed to help students achieve goals and learning how to learn in teams or groups (Sisk, 2011).

The Team-Based Learning (TBL) proved to be an effective way of combining small interactive peer group and enthusiasm for learning (Parmelee, 2007). The Team-Based Learning (TBL) is one of the techniques using a "flipped classroom" and the philosophy of active learning to organize learning through a variety of interactions. The findings of this exploratory analysis is interesting, we recognize that we need to compare the teaching methods of control to get a better sense of the conditions in which each can work more effectively. We also need to think more carefully and creatively about the results to be maximized and the best way to measure it. Benchmark the effectiveness of teaching such as test scores may not be the best way to measure the nuances between different teaching methods.

Evaluation of the Team-Based Learning (TBL) is still rare but there is documented evidence not only satisfaction of lecturer but also students toward this method. Students using learning method of TBL also believe that their workload is higher than the students using lecture method. This could be an important barrier to creative teaching methods, because they often require students to be successful. Students undertake lectures with frequent attendance in class, so that expectations can usually be understood. With other teaching methods, especially those using active learning and flipped classroom, teachers should prepare students for the different expectations associated with the new learning environment. Comparison exploration of learning outcomes and student satisfaction in the course Sociology taught by lecture method

than the TBL is an attempt to gather empirical evidence on the subjects of social sciences. Schools that would like to have teachers / lecturers who implement this type of team-based learning model. It is necessary to prepare a more level capabilities with absorption time longer than schools that have implemented the model of implementation of a more traditional pedagogy (Wanzeek et al. 2015). The experience described in this article shows that the team-based learning is a viable approach to increase student engagement and student interaction (Broscheid, 2015). Wherein the Team-Based Learning (TBL) is able to teach the students to practice using concept to solve the problem.

CONCLUSION

Comparison exploration of learning outcomes and student satisfaction in the subject of Sociology is taught by lecture method compared with TBL that is an attempt to gather empirical evidence on the subjects of social sciences Based on the survey results of the article, there was no statistically significant difference in the two comparison because both methods can be effective in the right situation.

The survey found that one method is not necessarily better than another for the items that they compare. Most importantly, both objective assessment of student mastery of core content and their own judgment about what they learned showed little statistically significant difference between the methods of teaching. In fact, the value of tests and subjective ratings showed that both approaches successfully to teach content and develop skills such as synthesis, analysis, and application.

The exploratory study seeks to address the gap in the literature by systematically comparing the performance of learning and students' perceptions about their learning experiences between the two groups of students in the subject of sociology, in which

one group is taught by lecture method and the other with the TBL method.

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