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ScienceDirect

Procedia - Social and Behavioral Sciences 123 (2014) 196 – 203

Procedia

Social and Behavioral Sciences

TTLIC 2013

Increasing Values of Teamwork and Responsibility of The Students Through Games: Integrating Education Character in Lectures

Eva Imania Eliasa*

Yogyakarta State University, Yogyakarta, Colombo Street no 1

Abstract

Human are social creatures. Similarly, students, who definitely include to social creatures as well, cannot live alone. They need others to achieve their learning goal. In addition, they will not be able to manage their activities by themselves, as they will need some helps from their friends to support their study. As students who want to actualize themselves, they need their friends in finishing either their own assignments as a teacher candidate or their group work as a member of their class unity. Some students still look individualistic in the learning process. There are some students who finish their assignment by themselves, yet there are others who work in group. Actually, each learning goal can be achieved by them, but it has different value. Doing some assignments in group has different value and gets better result. The type of the activity to the students in enhancing cooperation and constructing higher responsibility is games. A simple game can be able to improve cooperation and social ability of the member; to practice communication; and to improve emotional management. Moreover, it can be able to construct self esteem; to improve group cohesiveness and self-respect; and to strengthen the role of group member. There are many various games for learning, but here the games are developed in certain ways which provide values of teamwork and responsibility inside them. On the basis of this basic competence, the values of teamwork and responsibility become one of the values in students' characteristics and can be integrated to the students through the games.

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Selection and peer-review under responsibility of the Organizing Committee of TTLIC2013.

Keywords: Teamwork; Responsibility; Games

* Corresponding author. Tel.: +0-000-000-0000 ; fax: +0-000-000-0000 .
E-mail address: imania_eliasa@yahoo.com

1. Introduction

Human are social creatures. Similarly, students, who definitely include to social creatures as well, cannot live alone. They need others to achieve their learning goal. In addition, they will not be able to manage their activities by themselves, as they will need some helps from their friends to support their study. As students who want to actualize themselves, they need their friends in finishing either their own assignments as a teacher candidate or their group work as a member of their class unity.

Some students still look individualistic in the learning process. There are some students who finish their assignment by themselves, yet there are others who work in group. Actually, each learning goal can be achieved by them, but it has different value. Doing some assignments in group has different value and gets better result. An industrial psychology, Peter Honey (Paterson, 2010; Suwarjo & Eva, 2011), said that there are some reasons why a team work is better in an organization or group. His findings show an important point of cooperation in a group, which is an individual, can learn faster rather than learning by him/ herself. The existence of information exchange, development, and processing makes group's member act faster. Peter Honey said that the team can respond to it quickly, can be developed to solve either single problem or problem with other group. The member will depend on others to achieve a better result. It is in line with Jones (1998) that a cooperative activity gives some wider advantages and achieved goals.

Talking about students' problem, other phenomenon happened is that they have less responsibility in doing their major task both as a student and as an agent of change. There are some students who only focus on their study, while others join certain students' activity forum to express their interest and talent. Moreover, there are some students who join such kind of students' organization. According to the Annual Report of Yogyakarta State University, the students who actively join certain organization include 5665 students of Faculty of Languages and Arts (FBS), 3614 students of Faculty of Sport (FIK), 4509 students of Faculty of Educational Science (FIP), 4388 students of Faculty of Mathematics and Science, 5381 students of Faculty of Engineering, and 993 post graduate students (Annual Report of Yogyakarta State University, December, 2009). Looking at the data, it means that each of them has her/his own responsibility toward their activity she/he has chosen. In fact, there are many students only focus on their side purpose instead of their main focus to study.

A type of the activity for students which can enhance their cooperation and construct their responsibility higher is games. A simple game can be able to improve cooperation and social ability of the member; to practice communication; and to improve emotional management. Moreover, it can be able to construct self esteem; to improve group cohesiveness and self-respect; and to strengthen the role of group member. Next, the advantage of the facilitator as a group leader is to observe his members by comparing the activities happened before and after. It can be seen who dominate the group activities, who is shy, who has low self-esteem, who is being isolated, who is the good leader, how the group ability in different group condition, whether there is a group dynamism brought in discussion, learn how to get in touch with other members, how to measure self-ability and high solidarity; and there is self sacrifice for group togetherness (Suwarjo & Eva Imania, 2011).

The students can play some games with some purposes, such as to integrate cooperative values and responsibility in their life and to create meaningful games. There are many various games for learning, but here the games are developed in certain ways which provide values of teamwork and responsibility inside them.

This paper will elaborate theories on the definition of teamwork and responsibility, character education, and then how to enhance teamwork and responsibility through games as a form of character education in lectures.

2. Discussion

2.1. Definition of Teamwork

As mentioned before, basically, human are social creatures that always keep in touch and need other people. Moreover, they always relate to the society where they live. The relationship with other people is a part which

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