

PE Teachers' Understanding on Teaching Personal Social and Responsibility Learning Model

1st Febrita Paulina Heynoek
Physical Education, Health and
Recreation
State University of Malang
Malang, Indonesia
febrita.paulina.fik@um.ac.id

4th Mua'arifin
Physical Education, Health and
Recreation
State University of Malang
Malang, Indonesia
mu'arifin.fik@um.ac.id

2nd Rama Kurniawan
Physical Education, Health and
Recreation
State University of Malang
Malang, Indonesia
Rama.kurniawan.fik@um.ac.id

3rd Ari Wibowo Kurniawan
Physical Education, Health and
Recreation
State University of Malang
Malang, Indonesia
ari.wibowo.fik@um.ac.id

Abstract— The aim in collecting the information regarding the PE teachers' understanding on Teaching Personal Social and Responsibility Learning Model is to help the researchers to develop a learning model that could improve the students' social skill through the assistance of PE teacher who implement both affective and cognitive aspects during the learning process. This research implements descriptive qualitative method. The results of the data collection with respect to the information of the understanding of PE teachers' from all educational levels show that 72% of the teachers have joined Teachers Professional Education Program (PPG). All the teachers, 100% of them, believe that it is necessary to develop social skills. About 87% of them have implemented social skill in their learning process. Around 30% often states that they know about TPSR learning model and 24% of them have implement it. Furthermore, 96% of them agree that the researchers develop TPSR learning method and they consider TPSR learning model is applicable to be implemented in any activities for PE learning in accordance to the Basic Competences or Core Competences. Teaching Personal and Social Responsibility learning model is suitable to be applied in PE since it could train students to be more responsible and confident, as well as facilitate them to cooperate with other students.

Keywords— Physical activity, social skill, the students of Teaching Personal and Social Responsibility, physical education.

I. BACKGROUND OF THE STUDY

Education indeed serves as the essential stakeholder in building the students character through the character building education conducted at the school. PE teachers require a suitable learning model that does not only focusing on the motoric development, but also students' character building. One of the learning model that represent this requirement is Teaching Personal and Social Responsibility (TPSR). TPSR Model is developed by Don Nelson and it has been rapidly developed since 1986. TPSR is a learning model that is commonly applied in PE learning [1]. This approach occurs when the teacher builds the relationship with the students and then motivate the students to build and develop the relationship with other students. This method is used to alter or form the character of the students.

TPSR focus on the students to achieve the main objective to improve responsibilities and confidence on their ability in completing a certain task. This learning model is suitable to be implemented in PE learning as it trains students to be more responsible and confident, and also train them to cooperate with other students. This model is usually applied to nurture students' discipline (self-responsibility). Therefore, this model is commonly used at schools that encounter some problems in regards to students' disciplinary.

TPSR was initially developed in the United States of America and mostly applied in New Zealand. Currently, in Indonesia, there are not many researches that discuss and identify TPSR learning model. As the result, the researchers aim at developing and identifying TPSR learning model in order to familiarize this model to PE teachers. By date, most of PE teachers merely focus on psychomotoric aspect without taking the affective and cognitive aspect into account, whereas PE is considered as educational component that can cover all the educational aspect in a whole. Through the acquaintance with TPSR learning model, it is expected that PE teachers could implement it as the attempt to build the character of our future generations [2].

Thus, it is necessary to further collect the information related with PE teachers' understanding on Teaching Personal Social and Responsibility to help the researchers to develop this learning model, as the attempt to improve the students' social skill through the help of PE teachers by applying both affective and cognitive aspects during PE learning process. Through the use of TPSR learning model, during the learning process, teachers could create an environment that support social and self-responsibility learning using the physical activities done in Physical Education that would allow the students to learn, train, and internalize responsible acts [3]

II. REVIEW OF LITERATURE

A. *The essence of TPSR*

Teaching Personal and Social Responsibility (TPSR) is a learning model with the main goal to achieve self-leadership and develop a strategy for effective interpersonal relationship [4]. TPSR model is designed to encourage students to achieve the levels of responsibility, such as: respect, participation or struggle, self-direction, attention. The target is to reach the highest level (level 5) where students able to implement the skill they have into their daily life [5].

Teaching Personal and Social Responsibility learning model is a model that emphasizes on affective aspect as the more dominant aspect in the learning program through the physical activities without neglecting the other assessment aspects, such as cognitive and psychometric aspect. The role of sport, physical activities, and other capabilities during the learning process are all taken into account to nurture students to be more responsible, both in the class and in their social life [6]. Psychometric and responsibilities shall be taught with competence and integration, so that during the learning process of

physical education and physical activities skill, the teacher can lead the students to responsibility-based learning outcome [7].

The goal of Teaching Personal and Social Responsibility is to serve as the media for students in developing a well-directed affective behavior in the context of physical education. The outcome on the affective development is not only useful at the school, but also outside the school as their provision to life among the society, and surely to build self and social responsible behavior. Helliosn mentioned that Teaching Personal and Social Responsibility (TPSR) has a mapping on the level of characters starts from level zero to level five [8]. TPSR has its stages of learning or syntax of learning that consist of 5 stages [4].

B. *Features and Characters of TPSR*

TPSR has several common characteristics, such as situational learning, constructivism, and cooperative learning with student-center method. TPSR emphasizes on affective behavior as the target in developing self and social responsible behavior [9]. Teaching Personal and Social Responsibility learning model has several features, those are: a) self-confidence; b) redefine success; c) Enlisting social resources; d) Self-regulatory Learning; e) Self-Regulatory Efficacy; f) Social Self-Efficacy [10]. Other features from Teaching Personal and Social Responsibility learning model is the mapping on the level of characters which is identified by observing the characteristics of students in Junior High School. The Mapping of the level of characters is classified as follows: a) Level 0, Irresponsibility; b) Level 1, Respect; c) level 3, Participation; d) Level 4, Self-direction; e) Level 5, Caring; f) Level 6, Cooperation [11]. The level of characters formulates in TPSR are [12]: Level 0 Egocentric, lack of self-control, non-team player. Level 1 Respecting the Rights and Feeling of Others, Self-Control, and Settling Problem in Peace. Level 2 Struggle and Cooperation: harmonious, starting to be independent, trying out new task. Level 3 Self Direction: Focusing on tasks, emphasizing on and stay on self-goal and fighting against peer pressure. Level 4 Helping Other Subjects and Leadership: Showing concern, sensitivity, and care towards others in class. Level 5 Implementing TPSR outside the Gym: Integrating TPSR values to other areas of life-becoming role model.

Teaching Personal and Social Responsibility learning model also has other features, that is the existence of steps or stages of learning (syntax). Those stages are: a) Relational Time; b) Awareness Talk; c) Physical Activity; d) Group Meeting; e) Self-reflection Time [13].

C. Related/ Previous Research

In regards to researches on TPSR model, there are not many researchers conducting studies on this matter in Indonesia. However, this subject has been discussed in many researches overseas, especially America. Below are the studies related with TPRS model:

1. Juliantine and Ramadhan in 2018 with the title of **Developing Responsibility and Social Behaviour of Students through TPSR Model in Education.** The findings presented that TPSR model can be used to improve responsibility and social behavior on students in PE subject [14].
2. Baptista et al in 2019 with the title **Constructing Agents of Change through the Model of Personal and Social Responsibility (TPSR): A Study of Physical Education in East Timor.** The findings showed that learning process can contribute to alteration of behavior on students with the teacher acts as advisor and assistant [15].
3. Toivonen et al in 2019 with the title of **Training program for novice physical activity instructors using Teaching Personal and Social Responsibility (TPSR) model: A program development and protocol.** The results from the research with this model requires a long time [16].
4. Supriadi in 2020 with the title of **Improving Responsibility: teaching personal and social responsibility and adventure activity education.** The findings of this study shows that there is a significant correlation between TPSR learning model and adventure activity education on the improvement of responsible behaviour among students [17].

III. RESEARCH METHODOLOGY

1. Research Methodology

This research implements descriptive qualitative method

2. Research Location

The study is conducted in SD/MI (Elementary School), SMP/MTS (Junior High School), and SMA/MA/SMK/MAK (Senior High School) in East Java.

3. Type of Data

Type of data used in this research is descriptive and quantitative data, The descriptive data consists of explanations in sentences, while quantitative data is presented in the form of numbers. Descriptive data is acquired from questionnaire distribution as a background study on PE teachers in SD/MI

(Elementary School), SMP/MTS (Junior High School), and SMA/MA/SMK/MAK (Senior High School) in East Java and experts evaluation. The quantitative data is obtained from small group try-out that is administered and filled by the subjects of Development Research.

5. Data Collection Instrument

Data collection in this study is derived from Focus Group Discussion (FGD) to gain the data from the experts online-based questionnaire as one of the instruments to gain data from the experiment subject, Physical Education teachers. Therefore, the use of research instrument is to seek for a complete information on a problem and social skill.

In order to acquire a satisfying result in the research, the researchers formulate the design of research instrument framework. This framework functions as the clue to show the correlation between the studied variable and the data source or the theory used in the research [18].

B. The characteristic of the Subject

The subjects of the research are PE teachers in Elementary School-Senior High School who actively teach in East Java region. The number of PE teachers who fill the online questionnaire is 121 teachers with 12 of them coming from other cities outside East Java, hence they are dismissed. Based on the calculation, the sample required in this research is 30 samples. The research subject is selected with random sampling method and Isendental Planning (choosing the encountered subject into samples).

There are 78 research subjects (teachers) in this study where the data is collected through online questionnaire to identify understanding of PE teachers from all educational levels in East Java Province. The results of the data collection will be explained based on the questions given in the online questionnaire. The results may be explicated as follows:

A. The Teachers' Output in Social Skill in the Educational Level They Teach in

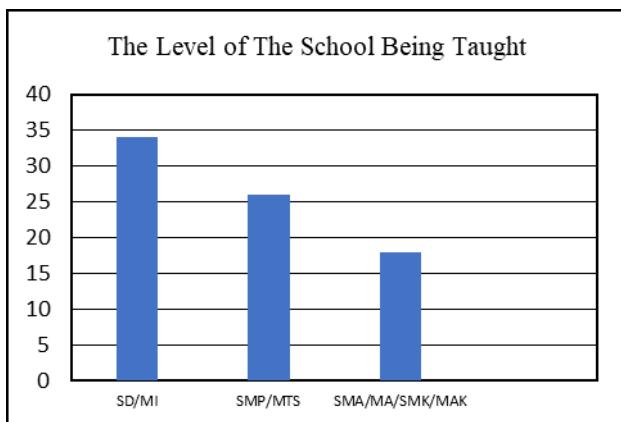


Fig 1. The level of School Being Taught

From 78 research subject: 34 of the subjects are PE teachers in Elementary School (SD) or Islamic Elementary School (MI); 26 subjects are PE teachers in Junior High School (SMP) or Islamic Junior High School (MTs); and 18 subjects are PE teachers from Senior High School (SMA) or Vocational High School (SMK) or Islamic Senior High School) or Islamic Vocational High School (MAK). The data presents that the research subjects are PE teachers in SD/MI, SMP/MTs, and SMA/SMK/MA/MAK throughout East Java Province.

B. Teaching Experience

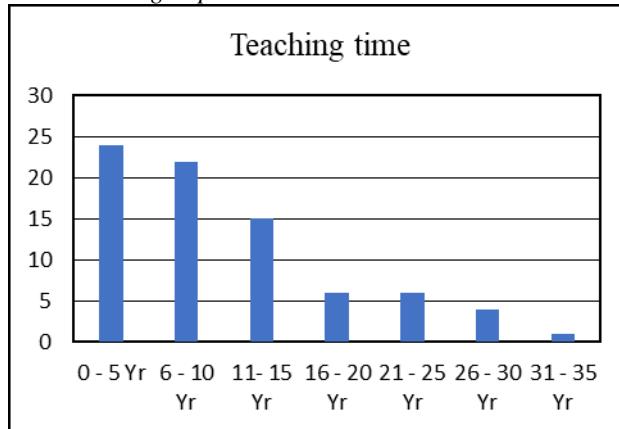


Fig. 2. Teaching Time

The data acquired from the questionnaire also show how long the research subjects have been teaching. The data is classified as follows: 24 Subjects have been teaching for 0-5 Years; 22 Subjects have been teaching for 6-10 Years; 15 Subjects have been teaching for 11-15 Years; 6 Subjects have been teaching for 16-20 Years; 6 Subjects have been teaching for 21-26 Years; 4 Subjects have been teaching for 26-30 Years; and 1 person has been teaching for 30-35 years.

C. Participation in Teachers Professional Education Program (PPG)/PLPG)

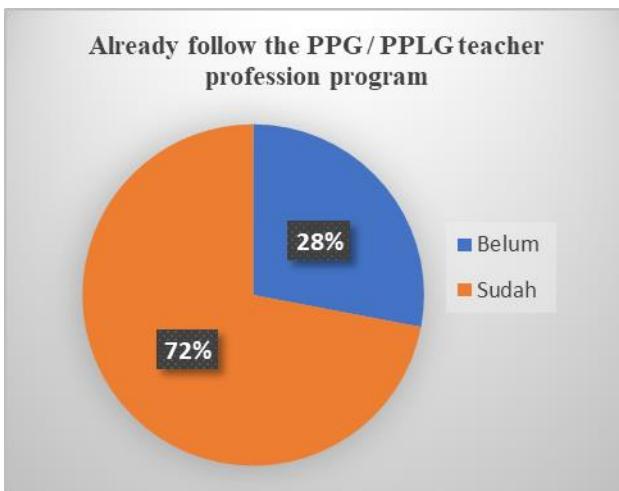


Fig.3 Service Teachers

Table 3.1 The tabulation of answers from respondents upon the questions about the application and knowledge of social skill with TPSR model.

Question No.	n (%)	
	Yes	No
1	30 (100%)	0 (0.0)
2	25 (83.3%)	5 (16.67%)
3	10 (33.33%)	20(66.67%)
4	8 (26.67%)	22(73.33%)
5	30 (100%)	0 (0.0)
6	29 (96.67%)	1 (3.33%)

The answers from the respondent on question (1) is the development of social skill needed? 100% of the respondents answered yes. (2) have PE teachers already applied the social skill? From the sample of 30 teachers, about 83.33% answered yes and 16.67% answered no. (3) have PE teachers known the TPSR learning model? About 33.33% answered yes, and 88.67% answered no. (4) have the PE teachers applied the TPSR learning model? From the 30 samples, 26.67% answered yes and 73.33% answered no. (5) do you agree if the TPSR learning model is developed? 100% of the respondents answered yes. (6) can TPSR learning model be applied in all activities in PE according to the Basic Competence? 96.67% of the respondents answered yes, and 3.33% answered no.

C. Data Analysis

The analysis technique used is the descriptive quantitative. The quantitative data is in the form of percentage from the data of questionnaires. The measuring technique used for the data collecting is the Likert scale, it aims to measure the attitude, opinion and perception of an individual or a group upon social phenomena[19].

The instrument of Likert scale has the degree of answers from the very positive to very negative.

For the analysis of quantitative data, the answers can be given the score that has been set, those are one (1), and two (2). The Likert scoring scale.

1. Instrument Validity test

The instrument validity test is done to show the validity of the instrument that will be used on the research. The validity is a measurement that indicated the degree of validity and the authenticity of an instrument [18].

Table 3.3 Instrument validity test

No.	r count	r table	Note
1	-	0.3061	Invalid
2	0.643	0.3061	Valid
3	0.889	0.3061	Valid
4	0.866	0.3061	Valid
5	-	0.3061	Invalid
6	0.4	0.3061	Valid

Based on the table above, it is gained the data from the 6 questions on the questionnaires that are distributed online that 4 out of 6 questions are announced valid and 2 are announced invalid. The 2 invalid questioned was seen to lack in variation of answers. For 4 valid questions, those can be used as the media for data collection.

2. Instrument Reliability Test

Reliability test is done to measure the consistence of an instrument (measuring instrument) in measuring the same symptoms although it occurs in different time period.

Reliability Statistics	
Cronbach's Alpha	N of Items
.630	6

The result of the reliability test of the questions inside the online questionnaire showed the $r_{count} = 0.630$. if it is seen on the table of Guide for Correlation Coefficient Interpretation above, it is seen that $\alpha \geq 0.6$ thus stated that the questions in the result of the reliability test is **in question**.

IV. FINDINGS AND DISCUSSION

The data of findings showed that 56 research subjects has participated the PPG (Teachers Professional Education Program) or PLPG (Professional Education and Training for Teachers) meanwhile 22 research subjects have not participated the PPG or PLPG.

A. Frequency of teachers performing the learning model

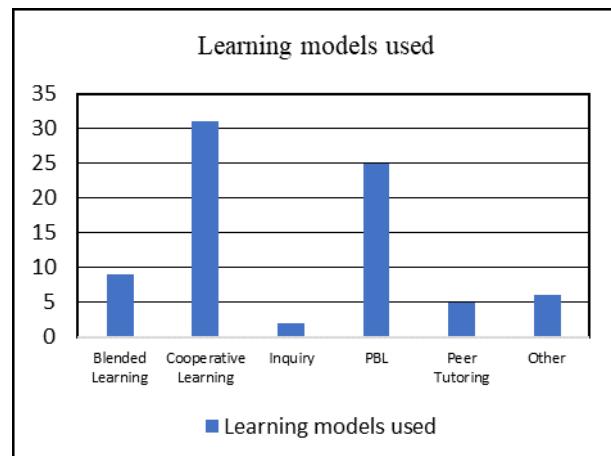


Fig. 4 Learning models

From data on the findings, it can be concluded that 9 subjects of the research are frequently using the learning model of Blended Learning (technology based learning) 31 subjects of the research are frequently using the Cooperative Learning.

For the Group learning, 2 subjects of the research are frequently using the inquiry learning, 25 subjects of the research are frequently using the Problem Based Learning. 5 subjects of the research are using the other type of learning models.

B. Reasons of teachers performing the learning model applied

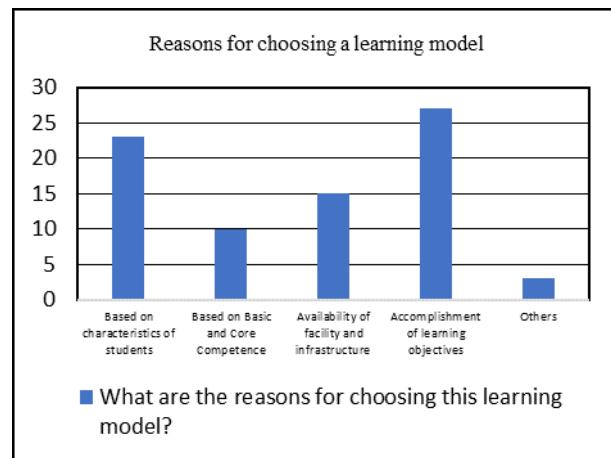


Fig. 5. Learning Model Option and reason

The data from the findings indicated the reasons of the subject of the research in choosing the learning model that mentioned above. 23 subjects of the research chose the learning model based on the characteristics of the students. 10 subjects of the research chose the learning model

based on the Basic and Core Competence. 15 subjects of the research chose the learning model based on the availability of the facility and infrastructure, 27 subjects of the research chose the learning model based on the learning objectives, and 3 subjects of the research chose the learning model based on other reasons.

C. Various hindrance in performing the PE learning process using the learning model

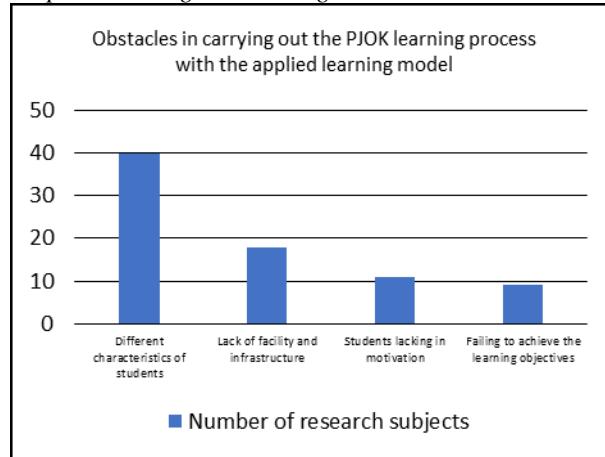


Fig. 6 Learning Obstacles

Based on the result in findings, it indicated the hindrances showed by the research subjects, the result of the data are the following: 40 research subjects see the different characteristics of the students as the hindrance in the learning. 18 research subjects see the lack of availability of facility and infrastructure as the hindrance in the learning. 11 research subjects see the lack in student motivation as the hindrance in the learning. Finally, 9 research subjects see that the failure in achieving the learning objectives as the hindrance in the learning process.

D. The importance in developing the social skills on students



Fig.7 importance in developing the social skills on students

The data from the findings indicated that the reason of the entire subjects of the research are in line with the argument of the expert that the social skills is not something that is made out of nowhere, but it is shaped progressively with the imitating process as well as habituation that is influenced by the environment in one's surrounding, which the goal is to achieve the social acceptance [1]. This shaping is started when one is in the womb of mother and ended when they passed away. The synchronic between the reasons of all research subjects and the argument of the experts can be the basis in the conduct of researches that aim in developing the social skills of the students of schools in East Java in the learning of PE.

E. The frequency of teachers that has developed the social skills of students

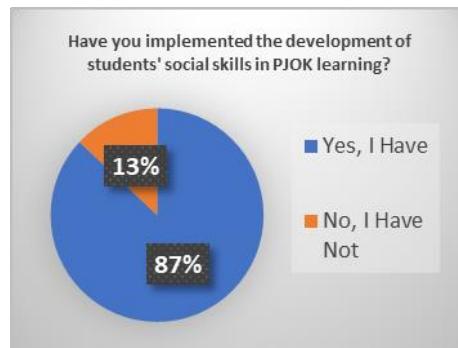


Fig.8 frequency of teachers that has developed the social skills of students

On the data from the findings, the results are the following: 68 research subjects has applied the development of social skill in the learning. Meanwhile, 10 subjects mentioned that they have not applied the social skills in the learning process. From the data above, it can be concluded that the application of the development of social skills of the students in all level of education PE has the good beginning, yet it needs some improvements due to the discovery of small numbers of PE teachers in every level who have not developed the social skills of the students in East Java.

F. Knowledge level of the teachers about the TPSR learning model

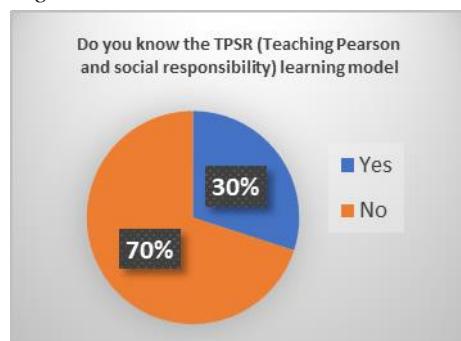


Fig.9 Knowledge level of the teachers about the TPSR learning model

The data from the findings shows the following results: 24 research subjects has known the TPSR learning model. 55 research subjects has not known the TPSR learning model. From the data above, it can be concluded that the PE teachers on every level of education in East Java can be classified as new in term of knowledge about the TPSR learning model.

G. The frequency of the teachers in applying the TPSR learning model (Teaching Personal and Social Responsibility)

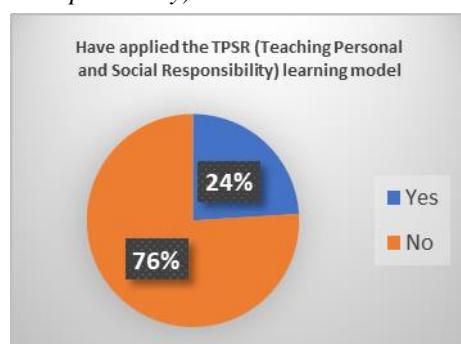


Fig. 10 frequency of the teachers in applying the TPSR learning model

The TPSR based practice aims and has the meaning for the PE teachers. The additional researches that explore the reality of TPSR training in the different contexts and settings of PE [20]. The data from the findings showed the following results: 19 research subjects has applied the TPSR learning model on the learning process and 60 subjects has not applied the TPSR learning model. From the data above, it can be concluded that this data is related fully with the data of the previous questions where since the PE teachers on all level of educations in East Java has not known the TPSR learning mode, then it is highly likely for the research subjects mostly have not applied the TPSR learning model in their TLA

H. Researcher developed a TPSR model with the agreement of the teachers

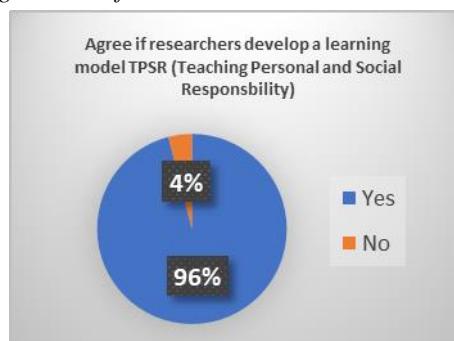


Fig 11. Researcher developed a TPSR model with the agreement of the teachers

Based on the result of the review of research related to the chapter of introduction, that there are still not many research done under the theme of TPSR learning model, then it is also in line with the result of information collecting through the online questionnaires where it can be concluded that it needs the conduct of TPSR learning model development by the researcher. It needs the improvement on the interaction between the students and the teachers so that it can expand the potential of the students [15]. From the statement above, then the data collection results is highly related because the data on the findings indicated that the following: 76 research subjects approve the conduct of development of TPSR learning model by the researcher and 3 subjects disapprove the conduct of the development of TPSR learning model.

I. The effectiveness of TPSR learning model (Teaching Personal and Social Responsibility) in the learning of PE for all activities based on the Core and Basic Competence

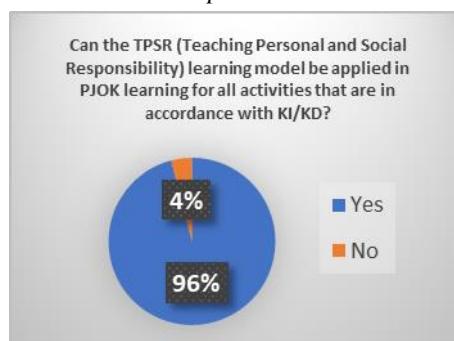


Fig 12. The effectiveness of TPSR learning model (Teaching Personal and Social Responsibility)

The TPSR learning model can be applied to improve the level of responsibility and social attitude of the students on PE [14]. From the findings above, it can be concluded that of course the TPSR learning

model can be applied on PE that is also supported by the findings of the data collection in this research where the data found indicated that 76 research subjects agreed with the researcher that the TPSR learning model can be applied in the learning of PE on all activities according to the Core and Basic Competence. Meanwhile, 3 research subjects disagreed. Since most of the subjects agreed with the researcher about the application of the TPSR learning process of PE on all activities according to the Core and Basic Competence, then it can be concluded that the development of TPSR learning model is needed.

V. CONCLUSION

To improve the characteristics of the students recently, especially related to the social attitude, PE teachers need a learning model that can shape the characteristics of the students. TPSR is a learning model that is usually used to conduct the learning process of PE because it can train the students to be more responsible and confident, as well as to train the students to cooperate well with other students.

The one that differs the TPSR model with other models is on the steps of learning. The steps are: a) Relational Time; b) Awareness Talk; c) Physical Activity; d) Group Meeting; e) Self-reflection Time.

Based on the collecting of information about the PE teachers' understanding on all levels in East Java, the results found that there are 72% of PE teachers that has followed the PPG. All the PE teachers need to develop the social skills, it show 100% result. The teachers that has applied the social skill in their learning process is 87% of the population. There are 30% of the teachers who know the TPSR learning model and 24% of the teachers has applied it. Then, there are 96% of the teachers who agreed if the researcher develop the TPSR learning model and according to them the TPSR learning model can be applied in all activities of PE based on the Core and Basic Competence.

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