

Physical Education - Based Teaching Personal Social Responsibility

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Abstract: The general purpose of this study is to examine the effect of Physical Education learning based on Teaching personal Social Responsibility in increasing student's responsibility level. This study uses experimental Quasi with pre-test post-test control group design. The subjects of the study were male and female high school students of grade 11 who were between 15-17 years old. The instrument used is Tools for Assessing Responsibility Based Physical education (TARE). Quantitative analysis of Paired Sample t-test and independent sample t-test will be conducted to explain validation testing of this research. The results showed that physical education learning based on TPSR had a significant effect on the improvement of student responsibility level. The results of this study conclude that Teaching Personal Social responsibility model is suitable to be implemented in physical education in high school and give significant benefit in increasing student responsibility level.

1 INTRODUCTION

Responsibility is an important element that can support the personal and social life of human beings, including to achieve success for students in school. It is stated by Lickona in Hassandra and Guodas (2010) that "Responsibility is view both as personal characteristic necessary for success in school and as quality to be achieve through schooling ". Therefore, it is necessary to instill an attitude of responsibility towards students in school, especially students who start adolescence (Griffin, 2012). The period of adolescence is often called the transition period that usually accompanied by changes in almost all aspects of human life (physical, psychological, and social). Therefore, the process of adaptation to these changes will greatly determine the quality of life of the next teenager. Changes in adolescent behavior are evident in the reality of their easy lifestyle into the "socially toxic environment", various negative phenomena that develop among teenagers such as drugs, free sex, exposure to money, fame, lifestyle and fashion, -the scene of violence often occurs and is very easy to display in print and electronic media (Weissberg et al., 2003). Referring to the problems above, it is necessary an effective effort in improving moral crisis and student responsibility attitude in school and at the same time increase the positive outcome of students (Catalano, 1998). In

this case the school is considered suitable to be educational facilities and character development individuals, since formal education in schools is one of the fundamental ways for students to socialize with others, including how to live an individual or social life (Lickona, in Mergler, 2007). In addition, Mergler (2007) also states that "... the school is a good place to teach values, norms, respect and responsibility ...". Related to the inculcation of personal and social responsibility attitude through the process of learning in school, Lickona (1991) states that subjects that have strategic potential in that direction are physical education.

Physical education is useful in building the personal and social responsibilities of the students, but to achieve these benefits requires a more systematic program, as stated by Petipas (2005) in Wright (2012). Physical activity and physical education can't automatically develop responsibility, life skills or character, therefore an effective instructional strategy is needed. This is stated by Rink (1993) "It is helpful in designing and implementing successful instructional teachers to understand the instruction as a process that involves both teachers and students in a highly interrelated set of events". In relation to instructional in learning, one strategy that can be integrated in physical education to increase responsibility, life skill or character is Teaching Personal Social Responsibility

(TPSR) strategy developed by Hellison (2003). The choice of TPSR strategy is based on the consideration that TPSR is a social-developmental strategy program to empower students' potential through physical education. The emphasis of the student's potential relates to personal and social responsibility, accountability of an action taken, and sensitivity to others (Hellison, 2003). TPSR is one of the strategies used to tackle issues related to responsibilities and has been implemented in various fields. However, the fact is that the current phenomenon and issues related to the moral and social crisis of adolescents are still unsettled and worrisome. Some problems that may occur are low perception, acceptance and optimism as well as the seriousness of educational tools (teachers, students, schools, parents) in implementing learning strategies for character education students. This is in line with Chapman's assertion, Hellison and Walsh (2002) states that several evaluations of TPSR programs have failed to adequately address fidelity and implementation, the statement reveals that TPSR programs that have been evaluated experience weaknesses in the suitability and implementation of the program, so that the achievement of the main objectives of implementation results is relatively inconsistent. The gap between theory and TPSR implementation in the field causes the TPSR framework to be meaningless and unable to achieve its objectives comprehensively. This is illustrated in Martinek et al. (2001) research which stated that TPSR program that has been done not so influential to the motivation of students to be responsible in their daily life in class. Based on these problems, this study would then like to reveal whether the TPSR model can be implemented in school learning and has a significant effect on the increase in student level responsibility?

To solve the above problems as well as to answer the questions posed, the researcher will implement TPSR in the learning of schooling by using Theory on value / character education (Lickona, 1991) as the implementation framework. Referring to Hellison's (2003) opinion that responsibility learning must be comprehensive and address the various aspects of learning, habitual and student participation, the theory is aligned and supportive of the participatory and habitual processes of students in learning pemas. Based on this theory to build "Responsibility virtue" or virtue that leads to Good Character must pay attention to three aspects of learning, namely "understanding, feeling, and behaviour" - "head, heart, and hand". Development of the "Responsibility virtue" or virtue that leads to Good

Character should consider three aspects of learning, namely "understanding, feeling, and behavior" - "head, heart, and hand". Lickona (1991) states that "Good character is not formed automatically in the classroom; it is developed over time through a sustained process of teaching, example, learning, and practice ". Based on these statements it is explained that the formation of good character cannot be done automatically, but through the process of learning, strategy, and proper practice. Referring to the theory on Value / Character Education (Lickona, 1991) the value of responsibility which is the focus of TPSR must pay attention to the concept of "Good Character" which is "consists of knowing the good, desiring the good, and doing the good ... habits of mind, habits of heart, and habits of action" (Lickona, 1991). Based on the statement, it is concluded that the concept of "Good Character" consists of the process of knowing and understanding good values, having the desire and care to do good, and practicing the virtues of virtue in every action. Through the process, then it will form a good habitual in mind, heart, and deeds.

2 METHODS

The experimental method used in this research is quasi experimental non-equivalent control group design, this design is often used in educational research by involving treatment group and control group which both groups are given pre-test and post-test, but the sample in both groups are non-equivalent and not randomly selected as students in a particular class. Participants involved in this study were 11th graders of male and female gender as much as 122 people divided into two groups of samples, while the location of the research is at SMU LAB School UPI Bandung Indonesia. Participants of this study were categorized as high school years or late teens based on the moral stage reasoning of Lickona (1994), Lickona stated that the development of adolescent's responsibility towards social systems and norms is appropriate for high school years or late teens. The same is also stated in the American Academy of Child and Adolescent Psychiatry in 2011, that based on normal adolescent development adolescent at high school level have moral value characteristic that is "... greater capacity for setting goal, interest in moral reasoning, capacity to use insight, plus emphasis on personal dignity and self-esteem, social and cultural traditions regain some of their prior importance. "Moreover, the reason for the use of participants at that age is the

phenomenon of moral and social crisis many occur at that age. Too many teens are engaged in dangerous behavior: close to half of 15-17 year olds have had sex; one-fifth see drugs, alcohol and teen pregnancy as a very serious problem for their close circle of friends, fully 85% of Americans believe that it is not too late to change the behaviour of 16 or 17-year-old with emotional and behavioural problems. Based on the information, adolescents at the age of 15-17 years are very vulnerable to the problems and possible moral and social behavioural crisis. The instrument used in this study is based on the TARE (Tool for Assessing Responsibility-based Education) made by Wright (2008), which was then adapted by researchers in accordance with the purposes of this study. In this study, the studied behavioural responsibility consisted of four levels of personal and social responsibility based on the Responsibility Level Hellison component (2003). Treatment of this research is conducted for 10 times meeting with duration 90 minutes per meeting, description of treatment program material as follows table 1:

Table 1: Description of Teaching Personal Learning Resource Program (TPSR).

Session	Time (mins)	Responsibility Element	Learning Materials	Activities
1	90	Pre-Test and TPSR Explanation		
2	90	Responsibility level 1	Intervention on Basketball	Catch and Throw Game (Passing)
3	90	Responsibility level 1	Intervention on Basketball	Game Dribbling
4	90	Responsibility level 1	Intervention on Futsal	Game dribbling, passing, Shooting
5	90	Responsibility level 2	Physical Fitness Training	Power and Endurance Training
6	90	Responsibility level 2	Physical Fitness Training	Agility and Flexibility Training
7	90	Responsibility level 3	Athletics	Optional Activities: Running, Jumping, Throwing
8	90	Responsibility level 4	Martial Arts	Fencing
9	90	Responsibility Level 4	Intervention Game	Volleyball
10	90	Post-Test		

Table 2: Description of Teaching Personal Social Responsibility (TPSR) Teaching Scenario Learning.

Learning Episode	TPSR	Conventional
Pre-Teaching	<input type="checkbox"/> Prayer and Calling the Roll <input type="checkbox"/> Warming up (using games)	<input type="checkbox"/> Prayer and Calling the Roll <input type="checkbox"/> Warming up (using games)
Core-Teaching	<input type="checkbox"/> Awareness Talk <input type="checkbox"/> Lesson Focus: 1. Skill 2. Drill 3. Game	1. Skill 2. Drill 3. Game
Post-Teaching	<input type="checkbox"/> Group Meeting <input type="checkbox"/> Reflection Time <input type="checkbox"/> Cooling Down	<input type="checkbox"/> Cooling Down

3 RESULTS AND DISCUSSION

Analysis of data processing research using statistics inference paired sample t-test with the help of Statistical Program for Social Sciences (SPSS) version 16. Data analysis showed significant influence on TPSR based learning group based on $t = 35.12$, $p = 0.000 < 0.05$. Thus it can be stated that Character building strategies have an effect on effectively increasing student responsibility. Based on the results of data analysis that TPSR strategy significantly influence the improvement of student responsibilities compared to conventional learning strategy. The findings of this study are consistent with theories and documents developed by Hellison (1985) and some previous research results. The influence of the TPSR strategy found in this research is indicated because the implementation of the field program is done in accordance with the content, document and strategy of TPSR implementation. Hellison (2003) states that TPSR's role in character building and responsibility will occur through changes in feelings, attitudes, values, and behaviours if participants are involved and demonstrate the quality of their involvement as expected in the TPSRI program. The intervention of this research program is to follow the direction of the theory on value education (Lickona, 1991), which leads to the creation of a holistic and comprehensive learning. In the intervention of the program, teachers are not only trying to instill knowledge about responsibility, but also motivate and provide reinforcement so that students have the desire and desire to be responsible. The findings of this study are in line with the results of previous research conducted between 2001-2008

reviewed by Hellison and Walsh (2002) states that the TPSR model is able to improve students' responsibility in the aspects of Self-control, Effort, Helping others, Self-worth, Self-direction, Teamwork/cooperation, Communication skills, Interpersonal relations, Sense of responsibility, Sportsmanship. Other research results also state that the TPSR Model is able to increase the responsibilities of students involved in sports and non-sports regardless of sex conducted in Malaysia (Salamuddin, 2001). Likewise, with social skills students also increased significantly, using specific strategies in physical education (Salamuddin and Harun, 2010).

4 CONCLUSIONS

The results of this study conclude that physical education learning based on Teaching Personal Social Responsibility (TPSR) is appropriate implemented in schools and suitable for improving students' personal and social responsibilities. Given the importance of the issues raised in this study but still the limitation in this study, furthermore there are expected other researchers who can improve the results of this study. For subsequent researchers it is expected to explore this area over a larger area, larger sample quantities, and random sampling techniques. In addition, further research can also be done by adding other variables so that the results of more varied research.

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