



Application of the Personal and Social Responsibility Teaching Model to Emotional Control and Responsibility

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Abstract

This study is motivated by the declining trend of students' character values, particularly in the aspects of emotional control and responsibility within the school environment. Physical Education, Sports, and Health (PE) learning has a strategic role in developing these aspects through structured and value-based physical activities. This study aims to analyze the effect of the Teaching Personal and Social Responsibility (TPSR) learning model on students' emotional control and responsibility. The research employed a quantitative approach with a quasi-experimental design using a pretest-posttest control group design. The subjects of this study were eighth-grade students of Bandung State Junior High School 26 through cluster random sampling, with one class as the experimental group and one class as the control group. The research instruments used were the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) and the Personal and Social Responsibility Questionnaire (PSRQ). Data analysis was conducted using normality tests, homogeneity tests, independent samples t-test, and N-Gain analysis to determine the level of improvement effectiveness. The results showed that there was a significant effect of the TPSR model on students' emotional control and responsibility ($p < 0.05$). The improvement in emotional control in the experimental group was categorized as moderately effective, while the improvement in responsibility was in the moderate category and more dominant compared to the control group. These findings indicate that TPSR is more optimal in developing responsibility aspects than emotional control. Therefore, it can be concluded that the TPSR model is effective for use in PE learning as an effort to strengthen students' character, although its implementation needs to be carried out consistently and sustainably to achieve more optimal results.

How to Cite

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INTRODUCTION

Physical Education, Sports, and Health (PE) is an important subject in school that not only focuses on students' physical health but also plays a role in character development, emotional regulation, and social responsibility (Balqis et al., 2024). Physical education is a learning process that involves various elements, such as knowledge of various values and a wide range of skills from the past to the present. Problems occurring in society and among students one of which is juvenile delinquency are still prevalent (Tite & Urai, 2018). Through games and sports activities, Physical Education (PE). Therefore, Physical Education teachers must possess professional competencies to ensure effective learning and support the development of positive student behavior.

One learning model proven effective in physical education is Teaching Personal and Social Responsibility (TPSR). The TPSR model has demonstrated positive effects on students' independence, responsibility, social skills, and affective learning outcomes (Kusnaedi et al., 2024). Research indicates that implementing TPSR helps improve students' decision-making abilities, interpersonal skills, as well as their personal and social responsibility (Rahman, 2020). However, its successful implementation requires consistent teacher guidance to achieve optimal results (Septiadi & Saputri, 2020). This demonstrates that TPSR is an effective pedagogical strategy for character development in Indonesian schools.

Self-control is an individual's ability to regulate emotions, thoughts, and behavior to achieve positive goals. Students with good self-control can manage their emotions, think rationally, and act wisely in various situations (Defira Anjassari, 2024). Internal and external factors, such as the social environment and parenting styles, also influence an individual's self-control ability (Raditia et al., 2021). In an educational context, this ability serves as a crucial foundation for fostering disciplined behavior and a sense of responsibility among students at school.

Structured physical activities within Physical Education (PE) play a significant role in enhancing students' emotional regulation skills. Through sports activities, students learn to manage stress, increase their tolerance for frustration, and respond to social situations in healthy ways (Cho, 2020). Uncontrolled emotions can lead to various problems such as anxiety, aggression, and

difficulties in socializing, whereas the ability to control emotions helps students become calm and responsible individuals. Therefore, physical education holds great potential as an effective medium for emotional and social learning (Martinek & Hellison, 2016).

In addition to developing emotional skills, physical education also plays a role in fostering students' sense of responsibility. Research indicates that students' sense of responsibility in physical education is influenced by teaching models and emotional intelligence (Tarigan et al., 2020). Students with high emotional intelligence tend to be more disciplined and responsible. Other research has also found that physical education has a significant positive relationship with students' social behavior, including responsibility and cooperation (Sofiarini, 2016). This confirms that physical education makes an important contribution to the formation of positive social behavior among students.

Although many studies indicate that physical education instruction influences emotional regulation and responsibility, research specifically examining the relationship between the two remains limited. A deeper understanding of the impact of physical education instruction on students' emotional regulation and responsibility is crucial to designing more effective learning strategies tailored to students' needs (Hellison, 2015). Thus, this study aims to analyze the influence of physical education on these two important aspects as part of strengthening students' character education.

The current issue is the decline in character values, particularly responsibility, among students. Many students lack discipline, fail to submit assignments on time, do not dress neatly, and show a lack of respect for teachers (Tarigan et al., 2020). This situation highlights the need for character development through learning that emphasizes the values of responsibility and emotional control. If this issue is not addressed promptly, the national educational goal of fostering a nation with noble character will be difficult to achieve.

The inability to control emotions has far-reaching negative consequences, ranging from school violence and bullying to other deviant behaviors. An individual unable to control their emotions is prone to becoming entangled in internal conflicts that disrupt their psychological well-being (Amanullah, 2022). Conversely, students capable of self-control become calm, focused, responsible individuals who can adapt positively to their environment.

Various factors influence students' self-control and sense of responsibility, including the family environment, peer influence, and disciplinary practices at school (Fitriani & Bayu, 2019; Supriadi et al., 2024). Schools play a crucial role in fostering social and moral values through instructional activities, counseling services, and extracurricular activities (Raditia et al., 2021). However, the success of character education requires collaboration between schools, families, and the community to create an environment that supports students' emotional development and sense of responsibility (Bobyanti, 2023).

Thus, Physical Education (PE) holds great potential in enhancing students' emotional regulation and sense of responsibility. Through structured sports activities, students learn to recognize, understand, and positively regulate their emotions, while simultaneously fostering personal and social responsibility (Beno et al., 2022; Erfayliana, 2015; Kusworo, 2021). Therefore, it is important to examine the extent to which Physical Education (PE) can contribute to the development of these two crucial aspects as part of character building for students in school.

The objective of this study is to examine the effect of the "Teaching Personal and Social Responsibility" instructional model on emotional regulation and responsibility among students at Junior High School 26 in Bandung. This study is novel in that it simultaneously examines two important affective aspects, emotional regulation and student responsibility in the context of Physical Education, Sports, and Health (PE) learning through the application of the Teaching Personal and Social Responsibility (TPSR) model. Unlike previous studies, which tended to focus on the development of responsibility as the primary outcome of TPSR, this study expands the analysis by incorporating the variable of emotional regulation as an integral part of student character development. Additionally, this study presents an empirical comparison between the TPSR model and the Jigsaw learning model, thereby providing a more comprehensive picture of the relative effectiveness of both approaches in enhancing students' affective aspects.

METHOD

This study employs a quantitative approach focused on the analysis of numerical data to objectively and systematically test the relationships among variables (Prayogi, 2022). The research model applied is a quasi-experimental design with a pretest-posttest control group, which allows the researcher to compare the experimen-

tal and control groups without full randomization (Campbell, n.d.). The research procedure includes the preparation stage, implementation of the treatment, and final analysis through pretests and posttests in both groups (Suharto, 2007).

This study was conducted at Bandung State Junior High School 26 with a population of all eighth-grade students, totaling 288 students (Mushofa et al., 2024). This study employed a quasi-experimental design with a pretest-posttest control group design. In this design, the research subjects were divided into two groups: the experimental group, which received instruction using the Teaching Personal and Social Responsibility (TPSR) model, and the control group, which used the Jigsaw learning model. (Suriani et al., 2023). The research variables consisted of an independent variable the Teaching Personal and Social Responsibility (TPSR) learning model and dependent variables students' emotional regulation and sense of responsibility (Prayogi, 2022).

Data collection was conducted using questionnaire instruments: the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) to measure emotional regulation and the Personal and Social Responsibility Questionnaire (PSRQ) to measure responsibility (Li & Wright, 2016; Shanny et al., 2024). The validity of the instruments was tested through construct validity and item correlation, while reliability was measured using Cronbach's Alpha with a value above 0.60, indicating that the instruments are reliable (Shanny et al., 2024).

The measurement technique used a Likert scale to assess students' responses to each statement in the research instruments (Gullone et al., 2011). Data analysis was conducted using the Shapiro-Wilk normality test, Levene's homogeneity test, and hypothesis testing via the independent samples t-test to determine differences between groups (Sugiyono, 2023). Additionally, N-Gain analysis was used to measure the level of effectiveness in improving learning outcomes after the intervention was administered (Sugiyono, 2023).

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics for Emotional Control and Responsibility

Emotional Control	N	Range	Min	Max	Mean	Std. Deviation
Pretest TPSR	30	19	25	44	33,10	4,957
Posttest TPSR	30	15	31	46	40,50	2,980
Pretest Jigsaw	29	10	26	36	31,93	2,725
Posttest Jigsaw	29	19	30	49	36,48	4,273

Responsibility						
Pretest TPSR	30	31	132	163	144,37	8,105
Posttest TPSR	30	51	149	200	178,27	12,884
Pretest Jigsaw	30	27	124	151	134,59	7,139
Posttest Jigsaw	29	53	142	1195	170,66	14,941

Based on the results of descriptive statistical tests on the emotion regulation variable, there was an increase in scores in the TPSR group after the intervention was administered. The mean pretest score for the TPSR group was 33.10, increasing to 40.50 on the posttest, with the score range narrowing slightly from 19 to 15 and a decrease in standard deviation from 4.957 to 2.980. This indicates that in addition to an improvement in emotional control ability, the data also became more homogeneous following the intervention. Meanwhile, in the Jigsaw group, the average score also increased from 31.93 to 36.48, but with greater fluctuation, as seen in the increase in standard deviation from 2.725 to 4.273 and the widening of the score range from 10 to 19. This indicates that the changes in the Jigsaw group were not as favorable or as consistent as those in the experimental group.

For the response variable, the TPSR group again showed a fairly significant increase, with the average score rising from 144.37 on the pretest to 178.27 on the posttest. However, the standard deviation also increased from 8.105 to 12.884, indicating greater variation in responses after the treatment. In the Jigsaw group, the average score increased from 134.59 to 170.66, but this was accompanied by a fairly high increase in the standard deviation from 7.139 to 14.941 as well as a very wide range of scores on the posttest. This indicates that although there was an improvement, the consistency of responses in the Jigsaw group was lower than in the TPSR group.

Table 2. Results of the Normality Test for Emotional Control and Responsibility

Result	Class	Shapiro-Wilk			Distribution
		Statistic	df	Sig.	
Emotional Control	Pretest TPSR	.971	30	.564	Normal
	Posttest TPSR	.935	30	.066	Normal
	Pretest Jigsaw	.957	29	.277	Normal
	Posttest Jigsaw	.937	29	.083	Normal
Responsibility	Pretest TPSR	.944	30	.120	Normal
	Posttest TPSR	.963	30	.366	Normal
	Pretest Jigsaw	.960	29	.338	Normal
	Posttest Jigsaw	.968	29	.505	Normal

Based on the results of the normality test using the Shapiro–Wilk test, all data for the emo-

tion regulation variable in both the TPSR and Jigsaw groups, at the pretest and posttest stages, showed significance values (Sig.) greater than 0.05. Specifically, the Sig. values for the TPSR group were 0.564 (pretest) and 0.066 (posttest), while those for the Jigsaw group were 0.277 (pretest) and 0.083 (posttest). Since all these values were above the 0.05 threshold, it can be concluded that the emotional control data are normally distributed.

Similarly, for the responsible response variable, the Shapiro–Wilk test results showed significance values that were also greater than 0.05 for all groups and measurement times. The TPSR group had a Sig. value of 0.120 (pretest) and 0.366 (posttest), while the Jigsaw group had values of 0.338 (pretest) and 0.505 (posttest). These results indicate that the data on accountability responses across all groups also follow a normal distribution.

Table 3. Results of the Homogeneity Test for Emotional Control and Responsibility

Value		Levene Statistic	Df1	Df2	Sig.	Distribution
Emotional Control	Based on Mean	4.671	1	57	.035	non-homogeneous
	Based on Median	4.072	1	57	.048	non-homogeneous
	Based on Median and with adjusted df	4.072	1	53.678	.049	non-homogeneous
	Based on trimmed mean	4.388	1	57	.041	non-homogeneous
Responsibility	Based on Mean	.595	1	57	.444	homogeneous
	Based on Median	.757	1	57	.388	homogeneous
	Based on Median and with adjusted df	.757	1	56.762	.388	homogeneous
	Based on trimmed mean	.563	1	57	.456	Homogen

Based on the results of the test for homogeneity of variances using Levene's test, it was found that for the emotional control variable, all significance values (Sig.) were below 0.05, specifically 0.035 (based on the mean), 0.048 (based on the median), 0.049 (based on the median with adjusted df), and 0.041 (based on the trimmed mean). Since all significance values are less than 0.05, it can be concluded that the data variance for the emotional control variable is not homogeneous. This indicates a significant difference in variance between the compared groups, meaning the assumption of homogeneity is not met for this variable.

Conversely, for the accountability variable, all significance values are above 0.05, specifically

0.444 (based on the mean), 0.388 (based on the median), 0.388 (based on the median with adjusted df), and 0.456 (based on the trimmed mean). These results indicate that the variance of the data for the accountability response variable is homogeneous. Thus, there is no significant difference in variance between the groups, and the assumption of homogeneity is met.

Table 4. Results of the Hypothesis Test (Independent T-test) on Emotional Control and Responsibility

Result	Levene Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	Sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
						Lower	Upper
Emotional Control	Equal Variances not assumed		4.176	0.000	4.017	2.085	5.950
Responsibility	Equal Variances assumed	.595	.444	2.098	.040	7.611	.346 14.877

For the emotional control variable, the test results showed a significance value (Sig. 2-tailed) of 0.000, which is less than 0.05. This indicates that there is a significant difference between the two groups being compared. A t-value of 4.176 with a mean difference of 4.017 indicates that the difference is statistically robust. Additionally, the 95% confidence interval falls within the range of 2.085 to 5.950 and does not cross zero, further reinforcing that the observed difference is indeed significant. Thus, the alternative hypothesis (H_a) is accepted, meaning there is a difference in emotional control between the two groups.

Meanwhile, for the responsibility variable, the Levene's test results showed a significance value of 0.444 (> 0.05), indicating that the assumption of homogeneity of variances is met, and the analysis was conducted under the assumption of equal variances. The significance value of the t-test, 0.040 (< 0.05), indicates a significant difference between the two groups. A t-value of 2.098 with a mean difference of 7.611 indicates a statistically significant mean difference. The 95% confidence interval ranges from 0.346 to 14.877 and does not include zero, further supporting the significant difference. Thus, the alternative hypothesis (H_a) is also accepted for the responsibility variable.

Table 5. Results of the N-Gain Test on Emotional Control and Responsibility

Emotional Control	N	Min	Max	Mean	N-Gain%	Distribution
TPSR	30	14	71	.40.77	40.77%	Quite Effective
Jigsaw	29	5	93	.2553	25.53%	Not Effective

Responsibility						
TPSR	30	5	84	.5092	50.92	Quite Effective
Jigsaw	29	21	82	.4752	47.52	Not Effective

For the emotional control variable, the TPSR group, consisting of 30 participants, had an average N-Gain score of 40.77%, which falls into the “moderately effective” category. Meanwhile, the Jigsaw group, with 29 participants, achieved an average N-Gain of only 25.53%, which falls into the ineffective category. This indicates that the intervention administered to the TPSR group was more effective in enhancing emotional regulation skills compared to the Jigsaw group. This difference is further supported by the range of minimum and maximum values, which demonstrate more optimal improvement in the experimental group.

Regarding the responsibility variable, the TPSR group achieved an average N-Gain of 50.92%, which falls into the “moderately effective” category, while the Jigsaw group had an average of 47.52%, also classified as “moderately effective.” Although both groups fell into the same category, the TPSR group's average score remained higher, indicating that the intervention provided a greater improvement compared to the control group.

The Effect of the TPSR Model on Emotional Control

The results of the study indicate that the Teaching Personal and Social Responsibility (TPSR) model does have an effect, though the improvement falls into the “less effective” category. Regarding the emotional control variable, the t-test results show a significant difference between the experimental and control groups ($p < 0.05$). This is reinforced by the N-Gain test results, where the experimental group fell into the moderately effective category (40.77%), while the control group fell into the ineffective category (25.53%). These findings indicate that the instructional model used is capable of improving students' ability to manage their emotions more effectively compared to the Jigsaw method.

Theoretically, these results align with the Teaching Personal and Social Responsibility (TPSR) concept, which emphasizes the development of self-control, emotional regulation, and social awareness in learning activities (Hellison, 2015). In the TPSR model, students are trained to recognize, control, and express emotions positively through stages of personal responsibility. Additionally, according to research by Pozo (2018), consistent implementation of TPSR can

enhance students' self-regulation and emotional control in the context of physical education.

This is understandable because emotional control is a complex psychological aspect that develops gradually, thus requiring a continuous process and long-term practice. Emotional regulation involves the ability to monitor, evaluate, and modify emotional responses in accordance with situational demands, which cannot develop optimally through short-term learning interventions alone (Mestre, 2024). The Teaching Personal Social and Responsibility (TPSR) model does indeed include elements of emotional development, such as self-control, empathy, and conflict management. However, the primary focus of the TPSR model is predominantly on the development of social responsibility, so its influence on emotional control tends to be indirect. Furthermore, research indicates that psychosocial interventions targeting emotional regulation in children and adolescents generally yield only small to moderate effects, suggesting that developing these skills requires a more intensive and sustained approach (Espenes et al., 2025).

The Effect of the TPSR Model on Responsibility

The results of the study indicate that the implementation of the Teaching Personal and Social Responsibility (TPSR) model has a moderate effect on increasing students' sense of responsibility, with the t-test results also showing a significant difference between the experimental and control groups ($p < 0.05$). The N-Gain results indicate that both groups fall into the "fairly effective" category; however, the experimental group achieved a higher score (50.92%) compared to the control group (47.52%). This suggests that while both groups showed improvement, the implemented learning model contributed more effectively to enhancing students' sense of responsibility, with the experimental class achieving a higher score than the control class. This can be explained because the TPSR model is conceptually designed to develop aspects of personal and social responsibility through systematic learning stages.

This finding aligns with the theory stating that the TPSR model is specifically designed to develop students' personal and social responsibility through five developmental levels: respect, participation, self-direction, helping others, and transfer outside the gym (Hellison, 2015). Research by Lei et al. (2020), also indicates that TPSR is effective in enhancing students' responsibility, prosocial behavior, and positive attitudes in learning.

The TPSR model does indeed incorporate elements of emotional development such as self-control, empathy, and conflict management. However, the model's primary focus emphasizes the development of personal and social responsibility, so its influence on emotional regulation tends to be indirect and not the primary objective of the intervention. This is supported by a systematic review indicating that TPSR programs predominantly impact social and responsibility aspects rather than emotional aspects (Aygun et al., 2024). In its implementation, TPSR emphasizes values such as respect, participation, self-direction, helping others, and the transfer of responsibility, which directly train students to take responsibility for themselves and their social environment. Learning activities involving self-reflection, decision-making, and active engagement in groups allow students to gradually internalize the value of responsibility. The TPSR model does indeed contain elements of emotional development such as self-control, empathy, and conflict management.

CONCLUSION

This study addresses the issue of declining student character, particularly in the areas of emotional regulation and responsibility within the school environment. Based on the results of the analysis, it is evident that the implementation of the Teaching Personal and Social Responsibility (TPSR) model makes a tangible contribution to improving both of these aspects, albeit with varying degrees of effectiveness. Regarding the emotional control variable, the observed improvement falls into the "moderately effective" category, with a Meaningful difference between the TPSR and Jigsaw groups. This indicates that TPSR-based learning helps students manage their emotional responses in a more directed manner, although development in this area tends to require a longer timeframe and a sustained process.

Meanwhile, regarding the responsibility variable, the research results show a more consistent and relatively stronger improvement. The TPSR model, which conceptually focuses on fostering personal and social responsibility, has proven capable of encouraging students to be more disciplined, independent, and active in the learning process. Although both groups showed improvement, the group receiving the TPSR treatment demonstrated more optimal results compared to the Jigsaw group.

Overall, these findings confirm that the TPSR model is a viable alternative learning stra-

tegy in Physical Education to support students' character development. However, its effectiveness depends heavily on consistent implementation and adequate support from the learning environment. In other words, TPSR is not a quick fix, but an approach that must be implemented consistently over time to maximize its long-term impact.

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