



Strengthen Students' Sense of Responsibility in Learning PJOK Through the TPSR Model

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Abstract

The complexity of issues surrounding character or morality has suddenly become a troubling thought with a personality or moral crisis characterized by an increase in violent crime, bullying, drug addiction, pornography and promiscuity that has become a pathology of society. The methodology used in this research is library research. The purpose of literature research is to use the information obtained to describe the content obtained or the information obtained. The data sources used come from research articles from various national and international sources that are published and can be downloaded on the internet such as Google Scholar, Scopus, Garuda, Sinta, Taylor and Francis using the PICO method. In some of the studies that have been discussed, there are similarities in the application of the Teaching Personal and Social Responsibility model in PJOK learning with the aim of producing and increasing individual and social responsibility. Based on the summary of the 15 posts, it can be concluded that the TPSR model is a suitable approach to increase students' individual and social responsibility in personality development in the context of PJOK subjects. By analyzing the literature sources, it can be concluded that the Teaching Personal and Social Responsibility (TPSR) model has proven effective in increasing students' personal and social responsibility. There are 15 articles or journals that document in detail the successful application of the TPSR model in Physical Education, Sports and Health (PJOK) education. Therefore, it can be suggested that this model can provide assistance in creating or increasing students' sense of personal and social responsibility in character development in the context of PJOK subjects.

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INTRODUCTION

One of the most important parts of education that is so often overlooked is the curriculum. The curriculum has a strategic position because it is usually an elaboration of the country's vision, mission and educational goals, and the curriculum is also the core of a set of values that change for students (Julaeha, 2019). The direction and objectives of the curriculum will change following the dynamics of social change due to many factors, both internal and external. Because of its dynamic nature, the curriculum to change must be flexible and future-oriented. Inequality when planning the curriculum because there is no response to change, social consequences can have an impact on the emergence of educational production that «stutters» when adapting to their respective social conditions.

Curriculum is a flexible learning plan and structure that enables the translation of vision into learner learning experiences (Falkenberg & Young, 2018). Curriculum is said to be a way of thinking about broad learning experiences that cover a specific period of time. Lesson plans provide guidance on what content will be covered and how teaching and learning will take place. In the curriculum, justice values are at the core of education. The term has implications for the curriculum that is planned and used. According to Galen, the curriculum is that of subjects and subject matter therein to be thought by teachers and learned by students. Curriculum is an educational program that includes various teaching materials and learning experiences based on programming, planning and planning systematically on applicable norms and used as a guide in the learning process for educators to achieve educational goals (Padilah et al., 2022).

Responsibility plays an important role in everything human life. A person will act if you do not take responsibility. On the other hand, if you have high responsibility, it will motivate a person to complete his work. Responsibility should be transferred and communicated to people already at an early stage. Outside of school, parents are responsible for teaching responsibility to their child. On duty, it is the school teacher who must instill responsibility in learners. So the learning process is not just about delivering material not only what the teacher should do, but also the character building of learners should be done. Responsibility lies with learners who must be serious in taking and completing the tasks given by the teacher. The concept of personal and social

responsibility refers to the ability of individuals to take responsibility for the actions or decisions they make towards themselves and the circumstances around them. Personal responsibility is related to the individual's ability to regulate and control themselves, while social responsibility concerns the individual's ability to fulfill social obligations and requirements towards themselves and others (Yanuarti, 2018).

The complexity of issues surrounding character or morality has suddenly become a troubling thought with a personality or moral crisis characterized by an increase in violent crime, bullying, drug addiction, pornography and promiscuity that has become a pathology of society. In addition, a crisis of trust has also emerged among the elite of society, namely the increasing practice of corruption. This anxiety is due to the fact that schools tend to teach moral and ethical education verbatim and do not adequately prepare learners for a life of conflict (Mulvey, 2017).

One of the lessons related to students' character building skills is physical education. The skills and abilities taught in physical education classes are expected to develop individual character and be socially responsible, disciplined and hardworking. Social responsibility can be implemented thanks to the teacher's ability to communicate with students and related entities, as well as the surrounding community (Elmeiri, 2022). According to Vasyl Yagupov (2021) physical education is a form of education and an important part of the professional education of future experts whose goal is to acquire their knowledge in the field of physical culture, value formation and motivation. Meanwhile, according to Geuna et al., (2013) the formation of movement skills and the development of a person's physical qualities, and their totality determine their physical indicators to a decisive extent.

Physical education is a tool for achieving educational or educational goals through physical activity adaptations, such as organ, neuromuscular, intellectual, social, cultural, emotional and ethical. Participation in sports under proper supervision, especially during the primary school years, is essential to achieve maximum performance. Incorporating gymnastics into society early on, especially in schools, teaches movement patterns that prepare children physically for sports that school children are interested in. Since the content and purpose of physical learning is the development of character, personality, and general mental

and physical components that prepare a person for sports competition, motor skills are a key component of successful primary and secondary school learning programs that are very closely related (Iyakrus, 2019).

Sports education and development is an integral part of efforts to improve the standard of living of the Indonesian people to improve the physical and spiritual health of the entire community, form character, discipline and sports spirit, as well as develop sports achievements that arouse national pride (Lauh, 2016). To achieve this, it is necessary to promote physical education and sports in schools, develop sports talent, socialize sports, practice society and create an environment that encourages community participation and responsibility in building and developing sports. The explanation above is in accordance with the objectives of national education to educate the nation's life and develop all Indonesian people, namely humans who believe in God Almighty, are physically and mentally healthy, have a noble personality, have solid knowledge and skills, love the Indonesian homeland, have the ability to develop and take responsibility in efforts to build the nation and state of Indonesia.

From the above it can be understood that physical education plays an important role in the formation of discipline, responsibility, sportsmanship, cooperation, self-discipline and other traits. This explains the importance of physical education in human development. The general function of physical education is to support and enhance the normal growth and development of students. Sports goals as well as educational goals in general include physical, social, emotional and recreational aspects. From the above explanation, it can be concluded that physical education plays an important role in shaping the character of discipline, responsibility, sportsmanship, cooperation, self-training, and others. This explains the importance of physical education in human development. The general function of physical education is to support and enable the normal growth and development of learners. Like the goals of education in general, the goals of physical education include physical, social, emotional, and recreational aspects.

Teachers choose learning models for the implementation of the right learning process in the hope of improving the character of learners. There is a special learning model of in-depth physical education to develop personal responsibility and change social behavior through a learning process

tailored to the individual, namely the Teaching Personal and Social Responsibility (TPSR) model (Elmeiri, 2022). A personal and social responsibility learning model (TPSR) may be one strategy for developing learners' responsibility attitudes. The TPSR model focuses on developing personal responsibility through personal action, making choices that encourage good behavior and social empathy. The concept of personal responsibility is based on 5 goals, namely: (1) respect; (2) participation; (3) independence; (4) caring; and (5) transfer of learning. To be socially responsible, one must create and enhance a sense of personal responsibility (Mochamad, 2021).

METHOD

The methodology used in this study is literature research. Literature review refers to a research strategy that collects various sources of information related to the subject being studied. The purpose of literature research is to use the information obtained to describe the content obtained or the information obtained (Syofian & Gazali, 2021).

The data sources used come from research articles from various national and international sources, which are published and can be downloaded on the internet such as google scholar, scopus, garuda, sinta, taylor and francis using the PICO method (Awalia Rahma Sibadu & Aryani Perwitasari, 2022), with the explanation seen according to the main word, namely responsibility or Teaching Personal and Social Responsibility (TPSR). The articles or journals reviewed start from 10 years to the present as one of the references that are still being discussed today.

The strategies used to search for journal articles with PICO are:

1. Problem / population, the problem or population being analyzed.
2. Intervention, applied actions or management actions in individual cases and management presentations.
3. Comparison, the control used as one of the comparisons.
4. Outcome, the result or output obtained.

RESULTS AND DISCUSSION

The results of this study are presented with tables, where the evaluated articles or journals in the literature are placed according to indicators. The table below shows the results of the study, including the year of publication of the article, author, research method and findings.

Table 1. Journal Review

Author/Year	Methods	Research Findings
(Juliantine & Ramadhan, 2018)	Experiment	Through research and analysis of the information attempted, it was found that the TPSR education model has a significant positive impact on the growth of students' individual and social responsibility in the context of physical learning.
(Rahayu et al., 2018)	Quasi-experimental research	From the research findings, it was revealed that combining TPSR and PBL in the context of physical education has been proven effective in increasing learners' personal and social responsibility.
(Septiadi & Saputri, 2020)	Classroom Action Research	Based on the results of the study, it was found that the implementation of the TPSR model in PJOK education has significantly improved students' attitude of responsibility. The introduction of the TPSR model was first carried out in the PJOK class at SMA Muhammadiyah Sukabumi, and the use of this model provided very beneficial benefits in that learning context.
(Purnomo. Sukarjo. Abidin, 2020)	Classroom Action Research	The findings of this study indicate that the learning-based Personal and Social Responsibility learning model can strengthen the protective nature of students, the average of cycle 1 strengthening protective nature is 51.2941 which is good, and the average of cycle 2 is 59.6176 which is very good, which is significant at 95% level of truth.
(Setiawan et al., 2021)	Experiment	The results showed that there was a significant difference in the personality of the participants who used the TPSR education model compared to the traditional model. From this research, it can be concluded that TPSR is an efficient alternative educational model that shares positive properties in enhancing the responsibility personality of both university and college students.
(Ardiansyah et al., 2022)	Factorial experimental research	The results of data analysis using the two-way ancova test showed a significant difference in the physical activity of students taught with a hybrid learning model based on TPSR using online TPSR model training, with a p value of 0.04 <0.05.
(Elmeiri, 2022)	Classroom Action Research	From the results of the research, it can be concluded that the implementation of the TPSR education model in PJOK learning has successfully increased the level of responsibility of student participants related to PJOK learning. This can be seen from the increase in the achievement of cycle I results of 64.53% to cycle II results of 89.63%.
(Filiz, 2019)	Experiment	The ANCOVA and percentage analysis results showed that there was a significant comparison between the total scores of the experimental and control groups, a significant increase in the total scores of the posttest and retention test of the experimental group learners, and a decrease in the total scores of the control group learners. As a result of the content analysis, the data obtained from the reflection time forms and interviews revealed evidence of acquisition of responsibility behaviors.
(Pavão et al., 2019)	Experiment	This result suggests that the TPSR model can be applied and implemented in preschool children as well. This study provides new insights into how TPSR can be implemented in preschool settings to promote social and emotional learning and improve school readiness.
(Huo et al., 2020)	Classroom Action Research	In TPSR, six educational processes are used to promote air pollution through pre-class interpersonal time, conscious conversation, physical activity, group meetings, reflection time, and interpersonal time. Recognize and prevent pollution and abdicate levels of responsibility such as respect, diligence and cooperation, self-determination, and helping others protect the environment.
(Santos et al., 2020)	Qualitative	The reason of this article is to supply bits of knowledge to grow our information of TPSR in Spain and Portugal. In spite of the fact that inquire about on TPSR has given valuable bits of knowledge into the forms and results related with TPSR-based programming, investigate investigating the method of life aptitudes exchange is required. Besides, an understanding of the broader socio-cultural strengths display in schools and their impact on TPSR can give profitable bits of knowledge.
(Carreres-Ponso-da et al., 2021)	Experiment	The comes about appeared that the TPSR intercession gather gotten expanded post-test levels of individual and social duty, pro-social activities, and self-efficacy due to the application of the TPSR show compared to the control bunch utilizing routine wear instructing technique. It was concluded that the TPSR show has the potential to be adjusted and executed adaptably within the setting of youth wear competition to make strides individual and social obligation, pro-social activities, and self-efficacy.

(Martins et al., 2022)	Experiment	This examination gives experimental prove with respect to the potential of community sports programs within the instructing and advancement of life aptitudes regarded essential for the satisfactory reintegration of such at-risk youth. The adequacy of the show, as well as its special approach, makes its application alluring to both youthful individuals and experts. At long last, the mediation creates experimental back in favor of the contention that don represents a special opportunity within the instructive prepare to set up values, convictions, states of mind and down to earth propensities related to connections and participation that create social duty in people.
(Manzano-Sánchez et al., 2022)	Experiment	Experimental group learners received TPSR for 8 months in physical education subjects. The findings showed improvements in the experimental group in terms of personal responsibility and in the case of female learners in basic psychological needs and intrinsic motivation. In conclusion, the TPSR program has the ability to be aligned with the physical education curriculum to improve and create learners' sense of personal responsibility and crowd out their motivation.
(Manzano-Sánchez, 2023)	Quantitative	Results showed that TPSR allowed after six months favorable opinions including scores close to 4 (3.78 and 3.72) on a scale of 1-5 in satisfaction with TPSR and the acquisition of scores comparing this methodology with the way they received classes before. It is concluded that TPSR is an adequate methodology to increase learner and teacher satisfaction with teaching, as well as enabling an increase in responsibility scores.

This discussion will explain how the Teaching Personal and Social Responsibility (TPSR) model can expand and develop awareness of personal and social responsibility in the context of physical education. Personal responsibility relates to an individual's ability to regulate and control oneself, while social responsibility concerns an individual's ability to fulfill social obligations and requirements towards oneself and others (Yanuarti, 2018).

The classroom action research conducted by Elmeiri, Riska and colleagues consisted of two cycles, indicating an improvement in the context tested. The research findings show that the implementation of the TPSR model in physical education can create significant levels of responsibility. In cycle I, the result was 64.53%, while in cycle II there was an increase to 89.63%. Based on the results of this research, it can be concluded that the introduction of the Teaching Personal and Social Responsibility (TPSR) education model in PJOK learning is efficient in producing a sense of responsibility in the context of PJOK education (Elmeiri, 2022).

In line with research conducted by Martins et al, where the team conducted experimental research on the Teaching Personal and Social Responsibility (TPSR) model applied in PJOK learning. Research suggests that the model is valid both in stimulating attitude change and in promoting adherence to positive social behaviors (Martins et al., 2022). The effectiveness of the model, as well as its unique approach, makes its application attractive to both young people and professionals. The program encourages the preparing of youthful individuals to act, within the sense of advancing their independence and

the procurement of a framework of morals and ethical values in a culture of duty for how choices influence people and society. At long last, the intercession created observational back for the argument that don could be a one of a kind opportunity within the instructive prepare to set up values, convictions, states of mind, and commonsense propensities related to connections and participation that produce social duty in people.

The TPSR model is a curriculum and learning model originally developed by Don Hellison in the United States. TPSR is a values-based model aligned with best practices for developing social and emotional learning competencies. This model has a specific goal which is to emphasize personal development and learner responsibility. Learning is more learner-centered, i.e. self-realization and social reconstruction.

Learners' personal development and responsibility starts from irresponsibility, self-control, participation, self-control and caring through various learning experiences such as the current curriculum. The TPSR (Teaching Personal and Social Responsibility) learning model emphasizes the importance of effort and self-management compared to other learning models, as it has a central role in achieving personal well-being. In this context, respecting the rights of each individual and paying attention to their feelings are actions that show concern for others which are very important in achieving social welfare (Khoirul et al., 2022).

The role of PJOK in the formation and creation of student character is needed in an education system. PJOK is not only related to physical aspects, but also plays a role in shaping good character and developing various positive values

in students (Jurnal et al., 2021). PJOK plays an important role in creating a healthy lifestyle for students. PJOK teaches the importance of maintaining a healthy body, for example through regular exercise, a balanced diet and avoiding bad habits such as smoking or alcohol consumption. The healthy lifestyle taught through PE has a long-term positive impact on learners' health and helps them develop into more productive and efficient human beings. Physical Education also plays its own role in developing learners' motor skills. In physical education classes, learners are taught to master a variety of fine and gross motor skills. Fine motor skills help learners in everyday life, such as writing, reading, speaking and physical activities. In addition, through play and sports, learners in physical education can also develop social skills, such as cooperation, communication and sports skills. PJOK also plays an important role in the character building of learners. In the subject of PJOK, learners are taught important values such as discipline, responsibility, hard work and perseverance. Through physical exercise and games, learners learn to face challenges, overcome fatigue and develop an unyielding attitude to achieve goals. In addition, PJOK teaches the importance of upholding rules and having a positive sportsmanship attitude so that the character of students who are honest, fair and honest is formed.

In some of the research that has been discussed, there are similarities in the implementation of the Teaching Personal and Social Responsibility model in learning PJOK with the aim of producing and increasing individual and social responsibility. Based on the summary of the 15 posts, it can be concluded that the TPSR model is a suitable approach to increase students' individual and social responsibility in personality development in the context of PJOK subjects.

CONCLUSION

By analyzing the literature sources, it can be concluded that the Teaching Personal and Social Responsibility (TPSR) model is proven effective in increasing students' personal and social responsibility. There are 15 articles or journals that document in detail the successful application of the TPSR model in Physical Education, Sport and Health (PJOK) education. Therefore, it can be suggested that this model can provide assistance in creating or enhancing students' sense of personal and social responsibility in character development in the context of PJOK subjects.

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