

Creating good character on problematic students in Indonesia through TPSR model in physical education

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ABSTRACT

The presence of TPSR has become an innovation in the world of physical education in Indonesia giving major changes in the learning process. TPSR is a learning model through physical activity that teaches the value of life. The aim of this study was to examine the effectiveness of TPSR model at the high school level that was integrated in physical education learning, as an effort to create good character for the students. This is a quantitative study with a quasi-experimental method using comparison control groups. The participants of this study were students with poor character numbering sixty students with ages ranging from eight tonineteen years. The good character questionnaire is used as an instrument for measuring good character. The result of the study showed a significance difference in the good character of student in the experimental group (TPSR) before and after intervention of TPSR program and there was no difference in the good character of the students in the control group before and after the TTM intervention was given. The conclusion is the implementation of the TPSR model in PE learning as a pedagogical tool for creating good character through this research was successful or has proven its effectiveness.

Keywords: Problematic Students, PSR Model, Physical Education

INTRODUCTION

The phenomenon on the 21st century era shows that Indonesia has a moral decline on male and female students. The behavioral and social moral crises issues occur in the school of Indonesia or in the world which include bullying, drug addiction, skipping school, free sex, racial and cultural issues and conflicts between the students (Cothran, 2010;2014). The teacher has discussed about the issue of negative behavior that are often done by the students during the physical education (PE) classes, this negative behavior was disturb the teacher work, the most important is the inhibition of knowledge transfer to students (Walsh, Ozaeta, and Wright, 2014). This is a problem that should be solved immediately, this behavior deviation is caused by bad character in each student. Good character can be defined as the attitude or behavior that exists in students that shows good deeds (Pavão *et al*, 2018). Good character is one of the elements in the affective domain which has a very important function and role for students to be successful in their academic and society. Good character is a personal characteristic that exists in every student, which is needed to increase maturity of attitude.

This time, the curriculum in Indonesia focusing on implementing character education in every education area, including physical education. But, the reality there are still many physical education teacher only noticed to the development of the psychomotor domain, and ignore the development of affective domains, so that students have bad character and often did negative behavior that break the rules at school. The development of a good character is a very important goal that must be considered by every teacher, because good character is not formed automatically, but is developed through continuing process in physical education learning. All subjects, including physical education, are required to contribute to students' moral or character development. Therefore, through physical education and teacher skills are expected to contribute positively to the development of students' good character. The school environment is the first foundation for instilling and developing good character through physical education learning by integrating an appropriate learning model. The learning model is an approach in teaching practice based on a set of principles and strategies that are appropriate to support the achievement of student learning in all domains. Therefore teachers need to use appropriate instructional models to achieve the expected positive outcomes, the most positive results in students' character

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development is Teaching Personal and Social Responsibility (TPSR). Teaching personal social responsibility was originally developed in the United States by Don Hellison in (1970), Hellison was an academic and teacher who taught in Chicago, with the initial concept of using physical activity-based contexts as a facilitate to help students develop life skills-based values. When initially designed, TPSR was implemented in a physical education program within the school environment, then the TPSR learning model was introduced into a number of different contexts such as after-school programs, clubs and adventure-based programs for children. Therefore, TPSR is an effective learning model in helping students to develop personal and social responsibility attitudes or values of life in a variety of different contexts. The TPSR learning model has a definition as a learning model that uses physical activity as a tool to facilitate the development of attitudes of personal and social responsibility. One of the positive values of TPSR is that it can be integrated into various sports activities, such as: basketball, volleyball, soccer, futsal, handball, physical activity or club coaching programs, as a way in overcoming students who do not have a personal and social responsibility, moral or good character (Gordon, 2017).

The development of the current TPSR learning model is not only focusing on the development of personal and social responsibility aspects, but also the development of a comprehensive affective domain. That the TPSR learning model is one of several sports intervention programs and physical education for moral development in children. Escarti, Pascual, and Goig (2010) TPSR has several levels of responsibility that each student should learn, such as:

- Level 0. Irresponsibility: At this level is the most basic level of responsibility, in the PE learning process students show irresponsibility, such as often insulting and disturbing other students, disrupting the teacher when teaching.
- Level 1. Respect the rights and feelings of others: This level relates to respect. At this level the teacher teaches students how to respect other people in the process of learning physical education. In addition, at this level students are taught to accept differences of opinion. Also, it is intended to improve self-control in students, so that they can control emotions to resolve conflicts peacefully or without disputes.
- Level 2. Participation and effort: At this level, it relates to students' attitudes of participation and effort in completing all the tasks given by the teacher. At this level it is intended to improve students' self-motivation which has a function to participate in all physical activities. At this level, students must be willing to try something new without complaining and saying they can't. explains level II through the slogan "Try your best and don't give up".
- Level 3. Self-direction: At this level, it relates to the attitude of independence. In the PE learning process students are taught to study independently without help from the teacher. This level is intended to improve the goal setting ability and self-standard of students to successfully go through learning.
- Level 4. Caring and helping others: At this level, it relates to caring. In the learning process the teacher teaches students about caring, such as wanting to help teachers to take sports equipment, willing to work together and want to help friends who are injured.
- Level 5. Transfer to the outside of the gym: This TPSR level is the most difficult level, because students should be able to apply levels 1 to 4 outside the context of physical education, such as family or community environments.

The use of the TPSR learning model from Hellison was created until now, and it is always increase significantly and has been used by several countries such as Ireland, Spain (el, et.al), South Korea, Australia and New Zealand (Gordon, 2017; Rica, Alcalá, Río, Calvo, and Rica, 2018). Although the TPSR learning model provides many benefits to the development of the affective domain, there are still limitations to previous study, and it is claimed by some researchers regarding their success in implementing this model. The results study revealed that the TPSR program was difficult to implement and fully adapted so that students were only affected by cognitive response, this was because the teacher did not understand the contents of the TPSR theory so that the implementation of the program did not match the framework. Further issues regarding the limitation of TPSR are revealed previous study although this learning model has been around for more than two decades, this model has not been adopted by teachers and still remains as innovation in physical education (Parker). Regarding the limitation of TPSR in some previous studies, it is similar to the problems that exist in Indonesia, although TPSR is already well-known in several European countries and Asia, but this model has not been fully adopted by teachers in the physical education learning process. Therefore, further research is needed to overcome this problem, so that later it can be known accurately the effectiveness of TPSR.

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In several other countries such as: Spain, America, Canada and others, TPSR is effective in developing several aspects, such as: personal and social responsibility, discipline, emotional, and self-efficacy. But unfortunately, until now there have been no empirical studies with quantitative experimental methodologies that discuss TPSR with good character. Besides that, in Indonesia TPSR still has doubt about its effectiveness in developing aspects in the affective domain, because it is constrained by differences in culture, education, and student character between countries in Europe and Indonesia. Therefore, the hypothesis in this study is that TPSR has effectiveness in creating a good character for every student who has problems. So, the purpose of this study is to examine the effectiveness of the TPSR learning model at the high school level which is integrated into physical education learning, as an effort to create a good character.

RESEARCH METHOD

This is a quantitative study with a quasi-experimental method with pre-test and post-test design using comparison control groups.

The participants of this study were students with poor character (n = 60 boy) aged 18 to 19 years, from several well-known schools that had naughty or problematic students in the city of Cianjur (Indonesia). The participants in the experimental group (TPSR) were 30 students who had bad characters (ie smoking, brawls, fighting teachers, escaping from school) and for the control group (TTM) as many as 30 students from several high schools in the city of Cianjur (Indonesia). Two PE specialist teachers aged 25-40 years, from several high schools in Indonesia with teaching experience between 5 and 20 years, also agreed to participate in this study.

A good character instrument can use a questionnaire from Lickona. Good character indicators include: (i) moral knowing, (ii) moral feeling and (iii) moral action. This instrument has 30 question items. The assessment used is in the form of a Likert scale whose scores range from five (strongly agree), four (agree), three (disagree) two (disagree) one (strongly disagree). This instrument has been examined and has validity (0.930) and reliability (0.976).

This research was conducted for 12 meetings or 2 months, with frequency three times a week in PE classes at the school gymnasiums in Indonesia, located in urban areas in the city of Cianjur. The first author is responsible for implementing a TPSR-based program, two Indonesian teachers who participated in this study were responsible for teaching in the control group. In session 1, all subjects conducted a pre-test, which was to fill out a good character questionnaire, then in session 2 giving the intervention program between the experimental group (TPSR) and control (TTM) until session 11 and session 12 subjects filled out a good character questionnaire. This study is in accordance with the Declaration of Helsinki regarding the use of human subjects. TPSR strategies are presented in Table I.

Table 1. TPSR Strategy

Strategy	Description	The session lasted
Relational Time	The teacher tries to establish harmonious relationships with students, by: giving motivation, or praising students' strengths.	5 Minute
Awareness Talks	The teacher explains each level in responsibility, such as level I to IV and in this session students make behavioral contracts with the teacher regarding the target level of responsibility to be learned.	10 Minute
Physical Activity Plan	The teacher divides students into small groups consisting of 3-7 people to carry out physical activities with the aim of increasing levels I through IV.	60 Minute
Group Meetings	The teacher provides an opportunity for students to express their opinions about the TPSR learning process that was carried out at that time.	10 Minute
Reflection Time	The teacher evaluates the behavior of responsibilities that have been contracted by students.	5 Minute

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The TPSR strategy (Table 1) is implemented to provide guidance on the implementation of the program in the practice of TPSR learning, so that each level of responsibility can be learned by students optimally.

Table 2. TPSR intervention program

Session	Responsibility Level	Learning Activities	Tasks
1	Pre-Test		
2-4	Respect I	Handball	Each team will be competed 7 vs 7 and the losing team must be willing to be replaced by another team.
5-6	Participation and Effort II	Hockey	Students participate in learning push blows during hot weather.
7-9	Self-Direction III	Martial Arts (Silat)	Students learn silat punch techniques independently.
10-11	Caring and Helping others IV	Basketball	Students should be able to work with their teammates in game situations.
12	Post-Test		

Data analysis

Statistical analysis uses SPSS (version 22.0). Descriptive statistics are calculated mean and standard deviation were obtained for each group during pre-test and post-tests (Wright, Li, Ding, and Pickering, 2014). The Kolmogorov-Smirnov test ($n > 50$) was used to assess the normality of data distribution. It was observed that the sample was normally distributed. Parametric tests were used through ANOVA to make changes after being given an intervention program. The significant level of $p < \alpha 0.05$ was selected.

RESULTS AND DISCUSSION

The results of statistical descriptive studies (mean, standard deviation) are presented in Table 3 and the ANOVA results are presented in Table 4.

Table 3. Mean and standard deviation

Variables	Experimental (TPSR) (n=30)			Control (TTM) (n=30)			
	M	SD	Std. Error	M	SD	Std. Error	
Good Character	Pre-Test	34.73	2.741	.500	33.07	4.961	.906
	Post-Test	41.67	4.180	.763	34.30	1.664	.304

Table 4. ANOVA effects two model on good character

Variables	N	Mean Square	F-Value (2.000)	p	
Experimental (TPSR)	Pre-Test	30	721.067	57.722	.000
	Post-Test				
Control (TTM)	Pre-Test	30	22.817	1.666	.202
	Post-Test				

Table 4 shows the effect of the program of two learning models on student good character. The results showed a difference in the good character of students in the experimental group (TPSR) before and

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after the TPSR program intervention $F(2,000) = 57,722$, $p \leq 0.05$ and there was no difference in good character of the students in the control group before and after the TTM program intervention $F(2,000) = 1,666$, $p \geq 0.05$.

Examining the effectiveness of the TPSR learning model to create good student character is the aim of this study. The results of this study are in accordance with the hypothesis that we propose that the TPSR model can create good character in each student. Good character of students can develop because they are able to learn levels 1 through IV optimally. Respectful level I before giving the TPSR model intervention, students have poor respect, such as: often disturbing other students while studying, often insulting the teacher and not listening to his words, but after giving the intervention students experience a change of respect, such as: students learn seriously during the PE class, students no longer insult the teacher and want to listen to all instructions given by the teacher. Level II participation and effort before giving TPSR model intervention, students do not have self-motivation so that they do learning activities not seriously and often joke with their friends. Then there was a change in attitude of participation and effort after they got the intervention, such as students have a willingness to take part in all learning activities even though the weather was hot, willingness to learn difficult techniques in hockey games and trying to win the game organized by the teacher. Similar to Level III self-direction before the TPSR intervention, students cannot work on learning tasks independently, they always ask the teacher for help or cheat on friends who are smarter and after the intervention changes student behavior is very visible, such as being able to do difficult learning assignments without help from friends or teachers, they are able to set goal settings for their learning assignments. Whereas, level IV carries out changes that initially do not want to help injured students become caring, and are able to work together when defending and attacking well. Therefore, through this study, it can be seen clearly that in order to create a good character, a teacher should teach each level in the TPSR to students. 'Good character' is in terms of developing personal and social responsibility. So to build good character in students, it must increase all levels of personal and social responsibility. The results of this study are similar to other studies which reveal that the TPSR learning model was created in an effort to help students build their character through physical activity.

CONCLUSIONS

The implementation of the TPSR model in PE learning as a pedagogical tool for creating good character through this study was declared successful or has proven its effectiveness. The TPSR program has a significant positive effect in the future, therefore two PE teachers involved in this study must implement the TPSR program in schools in their respective regions. Future research must be carried out with different content, for example discussing TPSR and good character with samples of soccer athletes, martial arts, handball that have less good character (ie aggressive, unsportsmanlike, doping) or PE teachers who having a character who is not disciplined or angry, the use of a control group must also be considered, for example comparing TPSR with SEM, TGM or TGT, so that there is an idea of novelty in future research.

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