



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

THE INFLUENCE OF THE PERSONAL SOCIAL RESPONSIBILITY TEACHING MODEL (TPSR) THROUGH ALT-PE IMPROVEMENT ON PHYSICAL FITNESS AND ATTITUDE OF RESPONSIBILITY

AMINUDDIN

Jl. Dr. Setiabudi No. 229, Isola, Sukasari, Bandung, West Java, 40154
aminayaharif@gmail.com

Sport Education School of Postgraduate, Universitas Pendidikan Indonesia, Indonesia

Abstract

The purpose of this study was to see the effect of the TPSR model through ALT-PE on the physical fitness and responsiveness of students' responsibilities in senior high schools. This type of research is experimental research with a random pretest- posttest control group design. Data analysis was carried out using SPSS analysis, namely through a two - way ANOVA test. The test instrument consisted of a physical fitness instrument and a responsibility attitude instrument. Compiled in consultation with expert lecturers, then the instrument was tested for validity and reliability. The population in this study were all students of class XI SMA Negeri 1 Rambah, totaling 288 people and the sample was taken from 1 class randomly using the cluster random sampling technique.

Keyword:

TPSR Model, ALT-PE, Physical Fitness, Responsible Attitude



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

Introduction

Quality of life is the standard expected of individuals or society to obtain a good life. So important is the standard of living for humans, the world health organization defines quality of life as an individual's perception of their life position in the context of the culture and value system in which they live and in relation to their goals (World Health Organization, 2015). As a comprehensive concept, WHO explains that quality of life can be seen from four aspects, namely health, psychological, social and environmental (WHOQOL User Manual, 2012). These four dimensions are an important measure in seeing the progress of human resource development in a country, especially from the health aspect.

The issue of the level of physical fitness has long been discussed in various parts of the world, such as in the state of Australia the debate about adolescent physical fitness, especially related to obesity, one of the reasons is the lack of class hours in the curriculum. Physical activity in England also discusses matters relating to physical education. Physical education is expected to contribute to physical activity (James F. Sallis, PhD, Thomas L. McKenzie, 1990). Empirical studies on student health have proven that lack of physical activity and physical fitness not only affects health, but lack of activity will affect students' mentality. In a study of 7,961 Australian children aged 7-15 years conducted by (Dwyer et al., 2001) and research conducted by (Chomitz et al., 2009), (Wang et al., 2012) the results showed that academic achievement students who exercise usually have a positive correlation with active learning time.

Active study time is one indicator that has been identified as an indicator for improving physical fitness through physical education (Jocelyn Gagnon, Marielle Tousignant, nd). Researchers have concluded that the influence of teacher effectiveness in physical education shows an increase in students' time learning concepts during physical education classes (Costello & Laubach, 1978; Laubach, 1975; Quarterman, 1977; Stewart, 1977; Pieron & Haan, Note 1) in (Badu, 2020).

Research studies on teacher effectiveness in physical education have yielded some important results (Auf derheide, 1980; Birdwell, 1980; Metzler, 1979; Rate, 1980; Whaley, 1980), Physical Education should provide a beneficial development that the efficiency of learning time is important in obtaining physical fitness through physical activity physical education in schools. The association of physical fitness with various health benefits, such as regular physical activity during childhood and adolescence is associated with improvements in various physiological and psychological variables." (Sallis & Patrick, 2016), (Baranowski et al., 1992).

Lack of physical activity is a risk factor for death at the global level. An unhealthy lifestyle can increase mortality and cause obesity, diabetes and cardiovascular disease (Wang et al., 2012), (Tittlbach et al., 2011), (Young et al., 2014) and (Van Dusen et al., 2011). In 2014, WHO conducted a global survey and published profile reports for each country regarding non-communicable diseases, for Indonesia, WHO noted that non-communicable diseases —such as heart disease,



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

stroke, acute respiratory disease, and diabetes mellitus —cause 71% of deaths 1. There seems to be a significant increase from year to year. In 1995, the mortality rate due to non-communicable diseases was 41.7%, in 2001 it was 49.9%, and in 2007 it was 59.5%. (World Health Organization, 2015). In the 2021 SDI Report, page 63, describes the condition of physical fitness in Indonesia in 2021:

Taking into account these data is certainly very concerning, the increase in obesity and diabetes, and including mental health problems and other conditions related to sedentary lifestyle, including gadget culture that makes people lazy, all of which neglect and make a large part of society (especially the millennial generation) choose to minimize movement. In the long term this will become a serious problem. All parties are of course worried about the tendency of future generations towards a "lazy generation" and instant hedonic connoisseurs. WHO has warned loudly and firmly that a sedentary lifestyle, low levels of fitness, and obesity are the triggers for many chronic diseases (WHO, 2008).

The condition of low physical fitness in Indonesia is exacerbated by various cases of moral problems that have occurred, cases of violence in the world of national education are again in the spotlight. In early 2019, various acts of violence often occurred in the school environment. Most tragic was the death of Aldama Putra, a student at the Makassar Aviation Safety Engineering Academy (ATKP) who was mistreated by his seniors. Cases of *bullying* also often occur. One of them was carried out by students against their teacher in a school in Gresik Regency, East Java (<https://nasional.okezone.com/>), 2019).

Related to the conditions above, physical education as one of the lessons in the curriculum can be used as a spearhead as a solution to the problem of community fitness and the formation of students' moral character. Aspects of physical education do not only cover physical education, but also all aspects related to health and include mental dimensions and a person's way of thinking in three areas of education, namely: psychomotor, affective and cognitive (Abduljabar, 2011). Physical education in the end must be able to help color the soul and develop the physique of every person in Indonesian society (Suherman, 2016).

Instilling habits for physical activity is carried out starting from the learning process at school, where students have a lot of time during the learning process. On this basis it is necessary to design a learning model that students are active during the learning process. Approaches/models, strategies, learning methods are important components for determining the success of the learning process (Budi et al., 2020). The learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve learning goals Burden and Byrd (in Juliantine 2011, p. 8) (Fitriani & Maemonah, 2021)

Kirk (2013) claims that in physical education to achieve cultural legitimacy in the medium term (10 years) and the long term future (20 years), physical education must adopt a model-based approach. In other words, curricula should be organized around a pedagogical model rather than a multi-activity approach.



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

Through learning that emphasizes social aspects Teaching Personal Social Responsibility (TPSR) is a strategy that can foster responsibility in physical activity. Encouragement for student learning is closely related to personal and social responsibility, accountability for an action taken, and social sensitivity to other people around them (Hellison, 2003). The TPSR model opens space for thinking to act with a sense of responsibility that is carried out in sports skills (Filiz, 2017). TPSR provides an atmosphere of interacting in a fun way and provides space for exploring more emotions (Hellison, 2003). Hellison (2011, p. 14) explains that “*TPSR stands for a test of ideas that have grown out of my attempt to help at-risk kids take more responsibility for their personal and social development in physical activity settings*”.

The point is that TPSR is a set of ideas that grew out of its efforts to increase children's personal and social responsibility through sports activities. This is reinforced by some of the positive results of TPSR research on responsible attitudes and other social values. 2018 (Pozo et al, 2018), (Escartí et al., 2006). In physical education and all research results are positive on the values of the social attitudes of the participants. (Pozo et al, 2018) highlight that the main strengths of the TPSR model-based program are the teaching of the values offered by the program, its applicability to the school context, and clear progress across different levels.

Based on the author's observations at one of high school in Rokan Hulu Regency, where the author served as a Physical Education teacher, the author saw several indicators related to research variables including: The number of students during physical education lessons seemed less active. Many students look lazy when doing physical education activities. There are still many students who play around or are not serious in carrying out learning tasks according to their responsibilities.

The results of the physical fitness test that was carried out by the author while carrying out physical fitness learning at school showed a low category. Regarding discipline, there are still many cases of student deviations committed by students at school, such as: withdrawing, being often late, smoking, bullying friends and others.

Methods

This study used the experimental category with the design used according to Fraenkel (2006: 277), namely a *random pretest-posttest control group design*, namely the existence of a *pretest-posttest* to ensure the effectiveness of the treatment given. Sampling was done by means of random clusters, that is, the sample was taken by randomizing the class.

The research instrument used the TKJI test to measure physical fitness and the Likert scale to assess responsible attitudes. How to do the test by carrying out the pretest and posttest.

Participants in this study were high school students in one of Rokan Hulu



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

Regency. Election. The population in this study were students of class XI SMA N 1 Rambah. Sampling in this study used the cluster random sampling technique.

Results

There is an influence of the TPSR learning model through improvement (ALT-PE) on physical fitness. There is an influence of the TPSR learning model with an increase (ALT-PE) on the attitude of responsibility. There are differences in the effect of the TPSR model through improvement (ALT- PE) on physical fitness and an attitude of responsibility.

Discussion

The TPSR learning model is designed to help students develop a careful attitude of responsibility in making decisions both personally and socially around them. By empowering this attitude of responsibility, students will care more about the rights, feelings and needs of others. Through awareness of social and personal responsibility in carrying out activities will encourage students to carry out physical activities as well as possible, then one of the most important elements in learning related to physical activity is the percentage of time used to carry out activities, so through the TPSR learning model through increasing Active time learning in physical education will effectively encourage students to carry out more meaningful physical activities with a sense of personal and social responsibility and motivate students to get more optimal physical fitness.

Conclusion

The application of the TPSR model through increasing ALT-PE builds students' motivation to carry out physical activities with an attitude of personal and social responsibility.

The TPSR model through increasing ALT-PE will help improve physical fitness through effective study time at school.

The TPSR model through increasing ALT-PE, encourages students to carry out more meaningful activities outside the school environment so that more optimal physical fitness is realized in the community.

References

(<https://nasional.okezone.com/>). (2019). Cases of Violence and Bullying in Schools Beginning in 2019, Number 2 Ends Tragically.

Abduljabar, B. (2011). Definition of physical education. *Education Science*, 1991, 36.

http://file.upi.edu/Direktori/FPOK/JUR._PEND._OLAHRAGA/196509091991021-BAMBANG_ABDULJABAR/Pengertian_Penjas.pdf

Alan C. Lacy, kathym JL and WJT (nd). Teacher Behavior and student Academic Learning Time in Elementary Physical Education.



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

- Azzarito, L. (2010). Future Girls, transcendent femininities and new pedagogies: Toward girls' hybrid bodies? *Sport, Education and Society*, 15 (3), 261–275. <https://doi.org/10.1080/13573322.2010.493307>
- Badu, KM (2020). THE INFLUENCE OF HEALTH AND SPORTS PHYSICAL EDUCATION ON STUDENTS' MOTOR COMPETENCE. *Sports National Seminar*, 1.
- Baranowski, T., Bouchard, C., Bar-Or, O., Bricker, T., Heath, G., Kimm, SYS, Malina, R., Obarzanek, E., Pate, R., Strong, WB, Truman, B., & Washington, R. (1992). Assessment, prevalence, and cardiovascular benefits of physical activity and fitness in youth. *Medicine and Science in Sports and Exercise*, 24 (6), 237–247. <https://doi.org/10.1249/00005768-199206001-00006>
- Blair, SN, Cheng, Y., Holder, S., Barlow, CE, & Kampert, JB (2001). Physical Activity or Cardiorespiratory Fitness. *Medicine & Science in Sports & Exercise*, 33 (5), S275. <https://doi.org/10.1097/00005768-200105001-01549>
- Budi, DR, Hidayat, R., & Febriani, AR (2020). Erratum: Application of a Tactical Approach in Handball Learning. *CHAMPION : Sports Journal*, 5 (1), 115. <https://doi.org/10.33222/juara.v5i1.927>
- Chomitz, VR, Slining, MM, McGowan, RJ, Mitchell, SE, Dawson, GF, & Hacker, KA (2009). Is there a relationship between physical fitness and academic achievement? Positive results from public school children in the Northeastern United States. *Journal of School Health*, 79 (1), 30–37. <https://doi.org/10.1111/j.1746-1561.2008.00371.x>
- Colley, RC, Clarke, J., Doyon, CY, Janssen, I., Lang, JJ, Timmons, BW, & Tremblay, MS (2019). Trends in physical fitness among Canadian children and youth. *Health Reports*, 30 (10), 3–13. <https://doi.org/10.25318/82-003-x201901000001-eng>
- Curtner-Smith, MD, & Meek, GA (2000). Teachers' Value Orientations and Their Compatibility with the National Curriculum for Physical Education. *European Physical Education Review*, 6 (1), 27–45. <https://doi.org/10.1177/1356336X000061004>
- Dwyer, T., Sallis, JF, Blizzard, L., Lazarus, R., & Dean, K. (2001). Relation of academic performance to physical activity and fitness in children. In *Pediatric Exercise Science* (Vol. 13, Issue 3, pp. 225–237). <https://doi.org/10.1123/pes.13.3.225>
- Dyson, BP, Linehan, NR, & Hastie, PA (2010). The ecology of cooperative learning in elementary physical education classes. *Journal of Teaching in Physical Education*, 29 (2), 113–130. <https://doi.org/10.1123/jtpe.29.2.113>
- Enright, E., & O'Sullivan, M. (2012). “Producing different knowledge and producing knowledge differently”: rethinking physical education research and practice through participatory visual methods. *Sport, Education and Society*, 17 (1), 35–55. <https://doi.org/10.1080/13573322.2011.607911>



APASS
Asia-Pacific Association of Sport Studies



ASIAN JOURNAL OF
Sport History
& Culture



Taylor & Francis
Taylor & Francis Group



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

- Erikseen. (2005). Cardiovascular pre-participation screening of young competitive athletes for prevention of sudden death: Proposal for a common European protocol - Consensus Statement of the Study Group of Sport Cardiology of the Working Group of Cardiac Rehabilitation an. *European Heart Journal*, 26 (5), 516–524. <https://doi.org/10.1093/eurheartj/ehi108>
- Escartí, A., Llopis, R., Gutiérrez, M., Marín, D., & Wright, PM (2011). Implementation fidelity of a program designed to promote personal and social responsibility through physical education: a comparative case study. *Research Quarterly for Exercise and Sport*, 82 (3), 499–511. <https://doi.org/10.1080/02701367.2011.10599783>
- Escartí, A., Sanmartín, G., Pascual, C., Marín, D., Martínez, C., & Chacón, Y. (2006). Enseñando responsabilidad personal y social a ungroupode adolescentes de riesgo: un estudio observacional. *Revista de Educación*, 341, 373–396.
- F. Suharjana, & Purwanto, H. (2008). Physical Fitness of D2 PGSD Penjas Students FIK UNY. *Indonesian Physical Education*, 5 (2), 64–73.
- Filiz, B. (2017). Applying the TPSR Model in Middle School Physical Education. *Journal of Physical Education, Recreation & Dance*, 88 (4), 50–52. <https://doi.org/10.1080/07303084.2017.1281672>
- Fitriani, F., & Maemonah, M. (2021). Erickson's Learning Theory on Jigsaw Type Cooperative Learning to Increase Learning Motivation of Class III Students at SD Muhammadiyah 2 Manado. *MADROSATUNA : Journal of Elementary School Teacher Education*, 4 (2), 56–64. <https://doi.org/10.47971/mjpgmi.v4i2.381>
- Gordon, B., & Doyle, S. (2015). Teaching personal and social responsibility and transfer of learning: Opportunities and challenges for teachers and coaches. *Journal of Teaching in Physical Education*, 34 (1), 152–161. <https://doi.org/10.1123/jtpe.2013-0184>
- Grissom, J.B. (2005). *Journal of Exercise Physiology online*. *Journal of Exercise Physiology*, 8 (1), 11–25.
- Gurvitch, R., Lund, JL, & Metzler, MW (2008). Chapter 1: Researching the adoption of model-based instruction - Context and chapter summaries. *Journal of Teaching in Physical Education*, 27 (4), 449–456. <https://doi.org/10.1123/jtpe.27.4.449>
- Hellison. (2003). Teaching Personal and Social Responsibility. In *Instructional Models for Physical Education*. <https://doi.org/10.4324/9781003081098-17>
- James F. Sallis, PhD, Thomas L, Mckenzie, P. (1990). Effects of a2-Year Physical Education Program (SPARK) on Physical Activity and Fitness in Elementary School Student. *Physics Letters. Section B*, 245 (8), 348–354.



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

- Jinhong J., Wright, P. (2012). Application of Helisson's Responsibility Model in South Korea : a Multiple Case Study of ' At - Risk ' Middle School Students in Physical Education. *Ágora Para La Educación Física Y El Deporte*, 14 (2), 140– 160.
- Jocelyn Gagnon, Marielle Tousignant, and DM (nd). Academic learning Time in Physical Education classes for Mentally Handicap Students. *LExercise and Sport*.
- Kirk, D. (2013). Educational Value and Models-Based Practice in Physical Education. *Educational Philosophy and Theory*, 45 (9), 973–986. <https://doi.org/10.1080/00131857.2013.785352>
- Mosston, M. (1992). Tug-O-War, No More: Meeting Teaching-Learning Objectives Using the Spectrum of Teaching Styles. *Journal of Physical Education, Recreation & Dance*, 63 (1), 27–56. <https://doi.org/10.1080/07303084.1992.10604083>
- O'Sullivan, M. (2013). New directions, new questions: Relationships between curriculum, pedagogy, and assessment in physical education. *Sport, Education and Society*, 18 (1), 1–5. <https://doi.org/10.1080/13573322.2012.719868>
- Oliver, K.L. (2001). Images of the Body from Popular Culture: Engaging Adolescent Girls in Critical Inquiry. *Sport, Education and Society*, 6 (2), 143–164. <https://doi.org/10.1080/13573320120084245>
- Pozo et al. (2018). Teaching personal and social responsibility model-based programs in physical education: A systematic review. *European Physical Education Review*, 24 (1), 56–75. <https://doi.org/10.1177/1356336X16664749>
- Roy Springer McNulty, & Butler, 2010. (2010). “Physical” fitness. *Appliance*, 53 (10 I), 14–20.
- Sallis, JF, & Patrick, K. (2016). Physical Activity Guidelines for Adolescents: Consensus Statement. *Pediatric Exercise Science*, 6 (4), 302–314. <https://doi.org/10.1123/pes.6.4.302>
- Sinelnikov, OA (2009). Sport education for teachers: Professional development when introducing a novel curriculum model. *European Physical Education Review*, 15 (1), 91–114. <https://doi.org/10.1177/1356336X09105213>
- Sugiarto, D., & Sumarsono, P. (2014). The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts. *International Journal of English and Education*, 3 (3), 206–215.
- Suherman, A. (2016). The Analysis of Character Education in Teaching Physical Education. *Icieve 2015*, 232–234. <https://doi.org/10.2991/icieve-15.2016.50>
- Tittlbach, SA, Sygusch, R., Brehm, W., Woll, A., Lampert, T., Abele, AE, & Bös, K. (2011). Association between physical activity and health in German



PROCEEDING THE 5TH ICSDP



International
Conference
of Sport
for Development
and Peace

The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

- adolescents. *European Journal of Sport Science*, 11 (4), 283–291. <https://doi.org/10.1080/17461391.2010.509891>
- Van Dusen, DP, Kelder, SH, Kohl, HW, Ranjit, N., & Perry, CL (2011). Associations of Physical Fitness and Academic Performance Among Schoolchildren. *Journal of School Health*, 81 (12), 733–740. <https://doi.org/10.1111/j.1746-1561.2011.00652.x>
- Wang, KM, Wang, PS, & Huang, YC (2012). Physical Fitness and Academic Achievement of Elementary School Students: A Cross-Sectional Survey in Southern Taiwan. *Journal of Physical Education and Sport*, 12 (3), 302–309.
- WHOQOL User Manual. (2012). PROGRAMME ON MENTAL HEALTH. Iryo To Shakai, 9 (1), 123–131. https://doi.org/10.4091/iken1991.9.1_123 World Health Organization. (2015). Physical activity strategy for the WHO European Region 2016-2025. Organización Mundial de La Salud, 1.
- Wright, PM, Li, W., Ding, S., & Pickering, M. (2010). Integrating a personal and social responsibility program into a Wellness course for urban high school students: Assessing implementation and educational outcomes. *Sport, Education and Society*, 15 (3), 277–298. <https://doi.org/10.1080/13573322.2010.493309>
- Young, DR, Coleman, KJ, Ngor, E., Reynolds, K., Sidell, M., & Sallis, RE (2014). and Cardiometabolic Risk Factors Assessed in a Southern California Health Care. 1–8.