

Instrument Development for Measuring Responsibility of Student in Elementary School

A Case in Physical Education

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Abstract: Any studies stated that model of "Teaching Personal Social Responsibility" (TPSR) by Hellison (1995) could improve the character of responsibility of the student in physical education. This study wanted to construct instrument for measuring level of students' responsibility in primary school. The instrument were developed by adapting from some existing responsibilities as Tool for Assessing Responsibility Based Education / TARE (Wright and Craig, 2011) and rubric TPSR by Paul M. Wright (2009). Research instrument was structured to facilitate teachers and students for measuring student's responsibility when teaching physical education in the classroom through observation and reflection. Observations carried out by the observer, while the reflection carried out by the students themselves. The scope of responsibilities of the measured indicator was about respect, participation and effort, self-direction, and caring and helping others while them do "game" in physical education. The instrument consisted of 18 items was construct questions that poured into the enclosed questionnaire. The construction of instrument indicators and each question was tried-out at 29 students of fourth grade in Nusukan Primary School in Surakarta, Central Java. The results of the analysis with SPSS showed that reliability of both the instruments had a Cronbach's Alpha value for the instrument observations of 0.921 and 0.863 amounted reflection instrument. The validity of the instrument to 18 grains of all above 0.36. As with F table at a significance level of 5%, these figures suggest that all items are valid instrument. The implication of this research is to produce a measuring instrument used to measure the level of responsibility of students, especially students in fourth grade .which are more simple and practical, according to the characteristics of children in Surakarta, Central Java.

1 INTRODUCTION

Physical education is an integral part of the overall education which involved utilizing physical activity, healthy living habituation, and integrating character that applied in everyday life. To produce holistic changes in individual quality, both in terms of physical, mental and emotional through physical activity and sport. The main purpose of education is to develop individuals into individuals who are creative, inventive and capable of adapting to their environment. Thus the expected goal of physical education is not just a physical accomplishment alone, but the physical education has ideal goal is to develop the overall personality, cover physical, mental, emotional, intellectual, social, moral and aesthetic. In addition to the positive effect of

physical education should be able to support the development of cognitive, affective and psychomotor ideal for students.

To learn the responsibility attitude to the students at the school in physical education lessons Hellison have found Teaching Personal Social Responsibility (TPSR). This model is an approach that be developed through his personal experience working with students who have difficulty in physical education, then it helps the student to take responsibility for their welfare and help them to become more sensitive and responsive to the others welfare. It turned out have the best contribution that can be done, especially personal and social problems that students faced (Hellison, 1995: 4). The TPSR approach was not intended to replace the physical education contents, but rather to provide a framework program for its contents (Hellison, 1995:

52). The TPSR program was used responsibility as a theme to teach a variety of physical activities. Learning strategies includes of responsibility awareness, experiences were used as a reflection of the responsibility attitude, in individuals and groups in decision-making (empowerment) (Martinek and Hellison, 1997: 45). For more details, see table 1.

Table 1: TPSR rubric for assessing responsible behavior. Adapted: Paul M. Wright (2009) University of Memphis.

Responsible Behavior	Description	Always	Most of the time	Some of the time	Never
Self-control	Student does no harm to others verbally or physically; includes/works well with others; resolves conflicts peacefully if they emerge	3	2	1	0
Participation	Student will try every activity and take on various roles if asked	3	2	1	0
Effort	Student tries hard to master every task and focuses on improvement	3	2	1	0
Self-direction	Student will stay on task without direct instruction or supervision whether working alone or with others; does not seem to follow bad examples or peer pressure	3	2	1	0
Caring	Student will help, encourage others, and offer positive feedback	3	2	1	0

This opinion was reinforced by Deb Wuest in his article, he stated that TPSR model was developed to help students learn the responsibility by giving them an increasing number of responsibilities and carefully shift a significant portion of the responsibility for their decision-making. So from some opinions can be concluded that through the TPSR model, the teacher can improve self-responsibility and social responsibility through empower students to take more responsibility for their actions and lives and teach them to care about the rights, feelings and other’s needs. This model seeks to help students so that they feel empowered, to give experience to make a commitment to themselves and others, to live by a set of principles, and be concerned with the others welfare.

Level of TPSR model can be described as moving from not responsible to responsibility, moving from self-respect to respect and concern for

others. This behavior was first developed in physical education classes and then used outside the gym, in the home and community settings. The research question is: “How the applicative instrument for measuring the responsibility of fourth grade students of elementary school? “

This study will construct a measurement tool to determine the responsibility level of students in elementary schools, especially those used in Indonesia. The instrument development is adopting some of existing responsibilities instrument such as Tool for Assessing Responsibility Based Education / TARE (Wright and Craig, 2011) and rubric TPSR of Paul M. Wright (2009). Research instrument was structured to facilitate teachers and students to measure student’s responsibility when teaching physical education in the classroom through observation and reflection. Observations carried out by the observer, while the reflection carried out by the students themselves. The scope of responsibilities indicators are including of respect, participation, sincerity and effort, independence, and empathy of students while carrying out the “game” in physical education.

2 METHODS

The steps to construct this instrument including of determining the instrument specification, writing the instrument, determine the instruments scale, define scoring guidelines, review the instrument, assemble instrument, perform limited test, analyze test results., repair the instrument, implement the measurement, and interpret measurement results. Instrument that are constructed from lattice, indicator, and the questions then tested (experimented) to the 29 students of fourth grade SD Negeri Nusukan Surakarta, Central Java. The results were analyzed with SPSS to look for instruments reliability and validity.

3 RESULTS AND DISCUSSION

The study instruments are including of attitude observation sheets with the attitude scale were taken from Helison’s responsibility theory. With as follows procedural:

Table 2: Item-total statistics observations.

Test questions	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
acts that could hurt others	63.38	150.958	.420	.920
perform acts that may harm others.	62.66	143.734	.701	.914
can work with good peers.	63.48	139.259	.611	.917
can solve social conflicts by well when there.	63.21	141.241	.712	.913
try each exercise provided by the teacher	62.55	143.613	.676	.915
tried all the role of the teacher when requested	62.66	143.734	.701	.914
worked hard to master th material provided by the teacher	62.72	147.421	.480	.919
focus on improving learning outcomes	62.76	146.761	.482	.919
practice without anyone watching.	63.38	150.958	.420	.920
have a target in learning	63.07	139.495	.723	.913
resistant to interference and pressure of friends	63.21	141.241	.712	.913
away from misconduct	62.66	143.734	.701	.914
trying to realize the good behavior	63.62	151.601	.328	.923
love, help, and support their peers in learning	62.90	151.810	.406	.921
do each other well.	63.07	139.495	.723	.913
show sportsmanship	63.21	141.241	.712	.913
provide support fellow	63.24	145.047	.626	.916
provide positive feedback among friends.	62.55	143.613	.676	.915

Table 3: Item-total statistics selfchek.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I do anything that could hurt others	61.90	102.810	.418	.858
I do anything that can harm others	61.52	107.044	.258	.863
I can work with good peers	62.00	94.643	.549	.852
I can solve social conflicts by well when there	62.21	107.813	.117	.870
I tried every workout provided by the teacher	61.07	96.638	.682	.847
I tried all the role of the teacher when requested	61.17	98.362	.620	.850
I worked hard to master the material provided by the teacher	61.24	99.475	.497	.855
I focus on improving learning outcomes me	61.28	100.207	.439	.857
I practiced without someone watching	61.90	102.810	.418	.858
I have a target in learning	61.59	94.823	.655	.847
I'm resistant to interference and pressure of friends	62.41	101.037	.407	.859
I avoid the bandwagon do bad	61.17	98.362	.620	.850
I am trying to realize the good behavior	62.17	101.791	.261	.869
My love, help, help, and support their peers in learning	61.41	103.180	.423	.858
I treat others well.	61.52	107.044	.258	.863
I showed sportsmanship	61.72	97.278	.591	.850
I provide support fellow	61.76	96.618	.695	.847
I give positive feedback among friends.	61.07	96.638	.682	.847

The data analysis results used SPSS 2.0. The instrument validity is as follows. The SPSS analysis results shown that reliability of both instruments has Cronbach's Alpha value for the instrument observation of 0921, and the reflection instrument of 0863, these calculations results are high. The 18

instrument items validity is all above 0.36. In accordance to the Rtable at a significance level of 5%, these numbers suggest that all of instrument items are valid.

Discussion on the study results was indicated that this instrument was developed to assist teachers in measuring students' responsibility where they feel empowered, given the experience to make a commitment to themselves and to others, to live by a set of principles, and be concerned with the others welfare. This instrument has fulfilled responsibilities indicator that emphasizes effort and directing the student to achieve personal welfare. Social welfare are including of respect to the rights, considering the others feelings, and caring to the other. In addition this instrument aimed help teachers and students to be aware of their behavior and to focus their efforts in establishing responsibility. Simplifying of questionnaires questions items that should be filled teachers and students were expected to facilitate teachers and students in measuring the student's responsibility. In addition, teachers can used this level for framework of planning, teaching, and evaluating of student learning.

4 CONCLUSIONS

Through responsibility instrument adopted from TPST model, teachers can measure personal and social responsibility of students to empower students to take responsibility for actions and their lives and to teach them about caring for the rights, feelings, and needs of others. TPSR was not intended to replace the contents of the physical education material, but rather to provide a framework for physical education teaching, so the physical education teachers should integrated with other physical education learning models. Responsibility instruments were adopted from TPSR learning model which has been constructed over more simply felt could be used to measure the students' responsibility, especially fourth grade students of elementary school with easier language to be understand, and it's using is in accordance to the characteristics of children in Surakarta Indonesia.

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