

Students' Low Respect and Self-Regulation *Is TPSR the Solution?*

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Abstract: This article examines the effect of TPSR (Teaching Personal and Social Responsibility) learning model on improving students' respect and self-regulation behavior in physical education learning. The research method used in this research is the experimental method, using Randomize Pretest-Posttest Control Group Design. This research was conducted in SMA Negeri 2 Padalarang, West Bandung Regency, with the 83 students (2 classes) as the sample, which consists of 52 girls and 31 boys that selected using cluster random sampling technique from the total population of 520 XI grader students. In this study, an instrument in a form of respect and self-regulation questionnaire was used. The results show that there is a significant increase in the students' respect and self-regulation behavior through the TPSR model. It can be concluded that TPSR model is suitable to be applied to Physical Education learning at school, especially to overcome the moral issues that happened lately in the aspect of the students' personal and social responsibility of their respect and self-regulation.

1 INTRODUCTION

The lack of respectful behavior among students in the last four years (2014-2017) is in the spotlight. One of the examples of these frequent cases of violence by students towards the teachers is a stabbing that occurred in Soak Baru Village, Sekayu Sub-district, which was done by a student of SMP-IT Al Karim Noer to a teacher by using a knife for thirteen times. Moreover, the rampant cases of bullying that occur among teenagers also indicate the lack of respectful behavior, one of which that happened in July 2014. Thirteen students of SMAN 70 Jakarta were expelled due to the reason that they bullied their junior. In addition to the lack of respectful behavior among the students, their self-regulation capacity also needs to be highlighted. Self-regulation of the students, which is an individual effort to organize him-/herself in a learning activity by including the metacognition, motivation, and students' active behavior in following the lesson, is low. It is shown by the example that there are still many students who do not get to their next grades or even drop out, based on the statistical data of Senior High School that was released by Indonesia Ministry of Education in 2016. The data recorded that 6.822 students did not get to their next grades and 40.454 students dropped out from the total 4.312.407 students.

It is very risky if these things are left out without being paid attention. Various efforts should be made to overcome the problems that occur. One of the efforts that must be done is to emphasize moral behaviors that must be developed in the learning process, and one of the ways to realize it is the physical education lessons that are made with the appropriate model. One of the various types of the appropriate physical education model is TPSR (Teaching Personal Social Responsibility). The TPSR model is a learning model that is created by Hellison. The main point of the TPSR model is to educate students to be the successful individuals in their social environment, to make them learning to take responsibility of their own and others, and to incorporate strategies that enable them to control themselves. The TPSR model interprets the responsibilities that they must have as a moral position or obligation that related to themselves and others (Escartí, Gutiérrez, Pascual, and Llopis, 2010; Martinek and Hellison, 2016). In this responsibility-based learning process, the learning atmosphere is made so that the students can get to know each other, learn to express their opinions in intergroup discussions, and have confidence in their respective abilities (Filiz, 2017). The TPSR learning model has been widely used and developed in other countries as a step to overcome the problems that related to the

students responsibility behavior. The TPSR program, which is effectively integrated to the school curriculum, has the potential to give a positive impact on educational outcomes (Hastie and Buchanan, 2013), especially on the students' affective aspect not only in the regular schools, but also in the special-needs schools with special-needs students (Gordon and Doyle, 2015; Wright, Li, Ding, and Pickering, 2010; Wright, White, and Gaebler-spira, 2004). The affective aspects that can be improved are related to the personal and social responsibility aspects. Based on several studies, the TPSR model is able to improve self-control, self-efficacy, and self-regulatory processes such as the ability to set goals and the occurrence of other moral behaviors (Escartí et al., 2010; Martinek, Schilling, and Johnson, 2001; Taylor et al., 2014).

Based on the above descriptions, TPSR model has the potential to overcome the problems that occur. It also has the potential to develop the students' respect behavior, because there are some objectives of the characteristic of this model to increase the target level in the learning process, where the attitude of respect is on the achievement target of level I (respect), such as be able to control the behavior and respect others' right and feeling, respect others' different opinions and thoughts, improve the empathy and understanding of others. Meanwhile, the self-regulation ability is closely related to the achievement target level III (self-direction), such as be able to direct oneself to learn and do the tasks independently, be able to identify the interest and develop the personal goal setting, learn to be able to balance the current and future needs, and have the courage to face and overcome the pressure. However, there is no research and empirical fact that prove the potential of TPSR model specifically.

Therefore, the value of respect and self-regulation are developed through the TPSR model in physical education lessons to overcome the issues that occur. This study used an experimental method to determine the effect of the given treatment. The TPSR model that was given consisted of 5 steps such as counseling time, awareness talk, lesson focus, group meeting, and reflection time. Nevertheless, small side game was given at the lesson focus, which made the present study is different from other studies, so that the students would not feel bored and it can maximized students' social interaction during the lesson.

2 METHOD

2.1 Research Method

In accordance with the purpose and goal of the study, which is to unveil the effect of TPSR learning model towards the improvement of the students' respect and self-regulation behavior, experimental method with randomize pretest-posttest control group design was used.

2.2 Population and Sample

The population of this study is the XI grade students of SMAN 2 Padalarang, the 2016/2017 academic year, which come from urban and rural areas with different economic backgrounds. The school has 13 classes, which consists of seven science and six social classes with 520 students. The sample was randomly selected by cluster random sampling technique. Hence, the class of XI science 2 (n=41) consisting of 26 female students and 15 male students was chosen as the experiment class and the class of XI science 4 (n=42) consisting of 24 female students and 18 male students as the control group.

2.3 Instrument

2.3.1 Respect Behavior Questionnaire

Respect behavior instrument was developed based on 5 indicators of respect behavior. Likert scale with four options was used to score the questionnaire. The options of the scale are Never (TP-*Tidak Pernah saya lakukan*), Seldom (J-*Jarang saya lakukan*), Often (SR-*Sering saya lakukan*), and Always (SL-*Selalu saya lakukan*). These four alternative answers are a modification of the Likert scale that is usually has five options of answers. Through some considerations, the middle answer, which is Sometimes (K-*Kadang*), was omitted to avoid the error or different interpretations. The instrument was tested in advance towards 30 students by using the Pearson Product Moment to check the validity and Cronbach Alpha through SPSS program version 23 with a significance level of 0.05 to check the reliability. As the result, there were 30 out of 40 items that valid and had 0.911 on the level of reliability.

2.3.2 Self-Regulation Questionnaire

Self-regulation questionnaire was used to measure students' self-regulation based on 18 items of self-regulation category (Kermarrec, Todorovich, and

Fleming, 2004). . Likert scale with four options was used to score the questionnaire. The options of the scale are Never (TP-*Tidak Pernah saya lakukan*), Seldom (J-*Jarang saya lakukan*), Often (SR-*Sering saya lakukan*), and Always (SL-*Selalu saya lakukan*). These four alternative answers are a modification of the Likert scale that is usually has five options of answers. Through some considerations, the middle answer, which is Sometimes (K-*Kadang*), was omitted to avoid the error or different interpretations. The instrument was tested in advance towards 30 students by using the Pearson Product Moment to check the validity and Cronbach Alpha through SPSS program version 23 with a significance level of 0.05 to check the reliability. As the result, there were 46 out of 72 items that valid with 0.922 as the level of reliability.

2.4 Program

The study was conducted for twelve times out of the pre-test and posttest. In a week, three meetings of study were conducted. The materials of the physical education lessons were football, basketball, volleyball, handball, softball, athletics, and swimming. The stages of each lesson of the TPSR model are, as follows:

- Counseling Time. At this stage, the students were given motivations related to their potential to improve their respect and self-regulation behavior.

- Awareness talk. At this stage, the students are given the explanation of the behavior of respect and self-regulation and provided the examples of its application in everyday life.
- Lesson focus. At this stage the students are given the movement task in the form of small side game that had modified rules, so that it could reflect the respect and self-regulation behavior during the lesson.
- Group meeting. At this stage, the students discussed with their group mates about the respect and self-regulation behavior that they did.
- Reflection time. At this stage, the students evaluated and reflected the behavior that they have done by giving an assessment on the daily reflection sheet.

3 RESULTS

The data of respect and self-regulation behavior of the students were obtained through two measuring processes, which are the respect behavior questionnaire that was made based on respect behavior indicators and self-regulation behavior questionnaire that was developed based on self-regulation indicators (Kermarrec et al., 2004). The measurement data are presented in table 1, as follows:

Table 1: Data description of students' respect and self-regulation behavior.

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------|--|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pretest respect (experiment) - posttest respect (experiment) | -9,53659 | 8,24347 | 1,28741 | -12,1385 | -6,93462 | -7,408 | 40 | 0 |
| Pair 2 | pretest Self-regulation (experiment) - posttest Self-regulation (experiment) | 7,07317 | 12,90231 | 2,015 | -11,1456 | -3,0007 | -3,51 | 40 | 0,001 |

3.1 Hypothesis Testing

- There is an increase in students' respect behavior through the TPSR (Teaching Personal Social Responsibility) model in physical education learning.

The test criteria indicates if the significance value (Sig) <0.05 then the H₀ is rejected, whereas if the p-value >0.05 then the H₀ is accepted. Based on the data in table 1, the significance value on the increase of students' respect behavior is 0.000, so H₀ is rejected. Hence, the result shows that there is a significant improvement of the students' respect behavior by using TPSR (Teaching Personal and Social Responsibility) model in physical education learning.

- There is an increase in students' self-regulation behavior through TPSR (Teaching Personal and Social Responsibility) model in physical education learning.

The test criteria indicates if the significance value (Sig) <0.05 then the H₀ is rejected, whereas if the p-value >0.05 then the H₀ is accepted. Based on the data in table 1, the significance value on the increase of students' self-regulation behavior is 0.001, so H₀ is rejected. Hence, the result shows that there is a significant improvement of the students' self-regulation behavior by using TPSR (Teaching Personal and Social Responsibility) model in physical education learning.

4 DISCUSSION

Based on the result on table 1, there is a significant improvement in the students' respect behavior using TPSR learning model in physical education learning. It proves that this model is able to increase a value that can be developed by the teacher for the students' learning in the physical education subject. The previous studies also explained that the students, who had the TPSR model treatment, improved their responsible behavior (Escartí et al., 2010; Martinek et al., 2001; Taylor et al., 2014).

Respect, which means giving appreciate or honoring others, is a form of social responsibility that developed through the TPSR model level I. It developed because it was applied in the daily lesson

plan that consisted of counseling time, awareness talk, lesson focus, group meeting, and reflection time.

During the lesson, the respect behavior can be seen at lesson focus session. In this session, an instructional strategy was used to integrate the respect behavior on the students' movement tasks. The situation that happened on the lesson was utilized as the educational media to instill the respective value. At the group meeting session, the students were gathered based on their group to discuss about the learning that took place. At this session, the students were required to realize the rights of every person, so that they could respect each other and appreciate the others' opinion and decision. In the reflection time session, the students were given the opportunities to evaluate their own behavior which they had done based on the learning objectives that they took. Maximizing the opportunity to have the social interaction was in accordance with the Vygotsky theory which suggests that the development change will occur in the internalization of the social processes.

The application of respect behavior in this study gave the opportunity to change students' behavior in the physical education learning. The behaviors that commonly happened during the lesson, such as laughing at other students who fell or made mistakes, abusing other, mocking, disturbing other students during the lesson, acting selfish when play, and other negative behaviors (Meaney and Kopf, 2013), were changed by the students as the development of respect was applied during the lesson.

With the intention to keep the changes of those behaviors for not only in a short time, but also in a long time and kept in their memory and became their habit, the counseling time was held in a form of explanation to motivate and strengthen the students that they had a very good potential in improving their behavior. In addition, the teacher could also give the students award for their learning outcome. It was done in order to develop students' motivation and self-esteem. At the awareness talk session, the students were given some explanation about respect behavior and got the opportunity to choose their own learning objectives that they wanted to achieve on the lesson. It was in line with Kohlberg's theory, which emphasizes the moral development based on primarily moral reasoning and gradual development. Those exemplary things hopefully could be applied by the students in their daily life, although in fact there were many factors that affect it and one of them was the culture that existed in the community.

Those behaviors showed that by the value development, the students' attitude and behavior

could be changed into the better attitude and behavior. Based on the above description of the result of this study, it can be seen that the TPSR model affected the students' respect behavior.

Meanwhile, the data in table 1 shows that there is a significant improvement in students' self-regulation ability by the use of TPSR model in physical education learning. It proves that this model could improve the personal responsibility aspect that would be developed by the teacher on the physical education learning. The stages of daily lesson plan of the TPSR model, that consisted of counseling time, awareness talk, lesson focus, group meeting, and reflection time, gave the students opportunity to improve their own self-regulation. Self-regulation or self-management is a sequence of actions or a process to manage the actions with the intention of achieving the personal goal (Boekaerts and Corno, 2005).

At the awareness talk session, the students were given the opportunity to set their personal goal by having a contract of their behavior that they wanted to achieve on the learning. Consequently, they would manage, organize, and create their strategies to achieve their goal. The ability to determine the purpose of this lesson was indispensable as it was an indication of the high students' ability on self-regulation (Endedijk, Vermunt, and Meijer, 2013; Mccardle, Webster, Haffey, Allyson, and Hadwin, 2016; Shamir, Lazerovitz, Shamir, and Lazerovitz, 2007).

Furthermore, during the lesson focus, the students were facilitated to learn how to do a self-regulation through a variety of modified games. Those games were modified to make the students were able to reflect the self-regulation behavior. One of the examples of self-regulating was requiring the students to set their own goal when they did the movement task based on their own individual abilities, so they would try to organize and manage their actions to achieve their goal. One of the specific strategies to improve students' self-regulation was creating specific rules and strategies (Postholm, 2011).

After the lesson focus session completed, the students were required to evaluate every event that occurred during the lesson by having discussion in a group on group meeting session, and then evaluated the achievement of the target behavior contract that they had chosen in the beginning of the lesson on the daily reflection sheets during the reflection time session. The process of self-evaluation was one of the key constructs of self-regulation process (Cassidy, 2012).

The alterations of student's self-regulation behavior was shown during the present study was conducted, as the students began to have courage to set their achievement targets of learning and they became more active because their participation in the learning activities increased. These things indicate the development of students' self-awareness in their learning and the increase of their self-regulation that was indicated by their activeness during the lesson. The increase of their self-regulation is in line with the result of the previous study which describes that there is an increase in the students self-responsibility aspect, such as self-efficacy and self-regulated learning (Escarti et al., 2010).

Based on the result and research findings, it can be seen the effect of the TPSR model towards the improvement of students' self-regulation. The learning steps that were used on the TPSR model proved that it was not only give the students opportunities to develop the students' social responsibility aspect, but also their self-responsibility in term of self-regulation, since the TPSR model was basically developed to help the students learn to be responsible by giving them some responsibilities, so that they could take the responsible decision carefully. This means that self-regulation, which consists of metacognition, motivation, and behavior aspect, was enhanced by TPSR model because the students were given the chances to define their own learning goals in the given movement learning situation. Furthermore, they could enhance their metacognition ability to think and plan the steps that they would do to achieve their learning goal, so that they could control, manage, and direct their own behavior, and then they could also evaluate their achievement independently. Ultimately, it could affect the students' awareness for learning and make them actively participate in the learning process.

5 CONCLUSIONS

In accordance with the data analysis, it can be concluded that the TPSR model in physical education learning is very suitable to be applied at school, especially to overcome the students' moral issues that occurred nowadays in both their personal and social responsibility aspects such as respect and self-regulation behavior. These behaviors are improved after the TPSR (Teaching Personal Social Responsibility) model in physical education learning was applied. However, based on the result, a better improvement occurred in students' respect behavior

than the increase in students' self-regulation behavior.

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