

Impact of Teaching Personal and Social Responsibility Models on Cognitive, Affective and Psychomotor Aspects

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Abstract: TPSR model is aimed at reducing students' negative behavior and improving students' personality and social skills. School physical activities are focusing not only on attitude development, but also on cognitive and psychomotor aspects which should be interrelated. Nevertheless, the researchers have doubts with regard to the impacts of TPSR model on cognitive and psychomotor aspects. The research method used was quasi experimental using nonequivalent group design. The participants involved on this research were 50 students of Junior High School 2 Jatiwangi taking part in self-development program on pencak silat for ages 12-13. These students were then divided into two groups which consisted of 25 students for each group. While the experimental group which had been treated by conventional method was composed of 13 males and 12 females, the control one consisted of 9 males and 16 females were differently treated by using TPSR model. The TPSR treatment was given three times per week for six weeks and the duration of each meeting was 45 minutes. The instrument used was basic skill test of pencak silat. The data analysis applied was Independent T-test with 0,05 significance level. The result showed that; 1) There was cognitive aspect difference between the students treated with TPSR and conventional model, 2) There was affective aspect difference between the students with TPSR and conventional model, 3) There was psychomotor aspect difference between the students with TPSR and conventional model.

1 INTRODUCTION

Physical education aims at exploring the students' potentials in accordance with their ability which are able to lead the students to prevent diseases by habituating physical activities and to have healthy life; besides, the good quality of physical education can totally help the teachers in terms of educating the students (Le Masurier and Corbin, 2006). The objectives of physical education not only includes body movement aspect, but also covers the cognitive and affective aspects which should be developed by the students in order to have strong religious value, self-control, personality, intelligence, noble character, and the social skills in coping with the society (Destani *et al.*, 2014).

The impact of physical education learning would not be achieved instantly; in other words, it should be carried out continuously with the hope that the students can adapt to the teacher's planned

environment in reaching the learning outcomes (Suherman, 2009:9). Physical activities performed at school can provide benefits on students' social personality in the future (Aggerholm *et al.*, 2017). Therefore, the learning process should be maximized in order that the learning objectives can be achieved optimally.

TPSR model leads the students to be successful individual on their social environment, to be responsible people for themselves and other people, and to be self-controlled people in the society (Escartí, Gutiérrez, Pascual and Marín, 2010). TPSR model has positively contributed on children and teenager developments in terms of improving responsibilities, social skills, and classroom environment (Caballero-Blanco, Delgado-Noguera and Escartí-Carbonell, 2013). There have been 26 similar researches on TPSR model and they come up with the same conclusion that TPSR has significantly contributed to the students with the risk of behaving negatively and dropping out of school (Escartí,

Gutiérrez, Pascual and Llopis, 2010). TPSR model utilizes physical activities to teach life skills and to promote responsible behavior (Wright and Burton, 2008).

TPSR in physical education or sport has been believed in increasing students' affective aspect during the character building (Barrie and Doyle, 2015). Physical education, however, should also equally contain both cognitive and psychomotor aspects. This issue raises the questions for the researchers, Does TPRS model only have impacts on affective aspect? How are the impacts on cognitive and psychomotor aspect?

Self-development program of pencak silat is selected in applying TPSR model because it is effective, practical, and tactical (Mulyana, 2013). When the learning techniques are trained through responsibility as explained on TPSR, the students will perform everything they have learned so that their technique movement will develop gradually (Wentzel, 1991). This result shows that pencak silat has impacts in students' motor development.

This research is intended to answer the questions as followed; 1) Are there any differences in cognitive aspects between the students treated with TPSR model and conventional model in self-development of pencak silat? 2) Are there any differences in affective aspects between the students treated with TPSR model and conventional model in self-development of pencak silat? 3) Are there any differences in psychomotor abilities between the students treated with TPSR model and conventional model in self-development of pencak silat?

2 METHOD

The research method used was experimental method by using quasi experimental design. TPSR as independent variable would influence the result which would then be compared with conventional method. The results of these treatments are expected to result differently. Hence, they would give clear discussion about this study.

Before the treatments were given, the pre-test was conducted to figure out the initial score of students' cognitive, affective, and psychomotor aspects. After that, each group was differently treated by using TPSR model and conventional model.

2.1 Participants

50 students were selected as research sample which was based on their characteristics when participating

on self-development of pencak silat. Random assignment sample was used to divide the sample into two groups. The experimental group consisted of 13 males and 12 females and control group consisted of 9 males and 16 females. The sample of this research was 12-13 years old in average. This research was located in Junior High School 2 Jatiwangi Indonesia.

2.2 Procedures

The self-development program of pencak silat was implemented three times a week for 16 meetings. The study was carried out for 5 until 6 weeks started from May 17, 2014 to June 28, 2014.

TPSR model procedures covered counseling time, awareness talk, the lesson, group meeting, and reflection time (Escartí, Gutiérrez, Pascual and Llopis, 2010). There were several elements of TPSR model such as respect the rights and feeling of others, effort, self-direction, helping others, and transfer (outside the gym) (Escartí, Amparo; Pascual, Carmina; Gutiérrez Sanmartín, Melchor; Marín, Diana; Martínez, María; Tarín, 2012), (Fernandez-rio, 2014).

2.3 Instrument

The instruments used in this study were; 1) objective test to assess cognitive aspect referring to Bloom Theory which included the competency standards and basic competency, 2) attitude questionnaire to assess affective aspects which covered irresponsibility, self-control, involvement, self-responsibility, dan caring (Fernandez-rio, 2014), 3) assessment rubrics for pencak silat motion skills which covered basic motions of pencak silat.

3 RESULTS AND DISCUSSION

The first hypothesis test was to figure out the differences in cognitive aspects between the students who were given TPSR model and those who were treated with conventional method in self-development program of pencak silat.

The results of pre-test and post-test on TPSR model showed that the average scores were 25.52 for pre-test and 28.28 for post-test. In conventional method, the average scores were 22.00 for pre-test and 24.12 for post-test. In terms of rise of average scores between pre-test and post-test, the rise of average score for TPSR model was 2.76, bigger than conventional method which was only 2.12.

The hypothesis test showed that there were significant differences from the results of pre-test and post-test. Both TPSR and conventional model gave cognitive impacts due to pencak silat learning required cognitive skills especially in solving the problem as one of the elements in pencak silat and in learning tactics which could influence the students' cognitive aspects.

Pencak silat needs the students to perform many motion skills. There are several motion skills that should be learned and require thinking skills. This shows that there is cognitive skill relationship in learning pencak silat. When facing the problems in learning pencak silat, they will only be solved by following the cognitive processes. In pencak silat, the students will be familiar with the pattern movements which they should understand and learn so they can perform some effective, efficient, and productive silat motions.

The second hypothesis test was to figure out the differences of affective abilities between the students who were given TPSR model and conventional model in self-development program of pencak silat. The result of pre-test and post-test on TPSR model showed that the average scores were 108.76 for pre-test and 112.16 for post test. Meanwhile, the average scores on conventional model were 104.00 for pre-test and 106.08 for post-test. TPSR model had greater rise of average score than that of Conventional mode. The rise of average scores obtained were 3.4 for TPSR model and 2.08 for conventional model. The result showed that there was higher increase of average that cognitive aspect as mentioned before. However, conventional model did not show significant increase of averages. On the contrary, TPSR gave significant influences as seen from the increase score of averages. This concludes that there are differences in affective abilities after pre-test and post-test but TPSR works better in improving students' affective aspects than conventional model.

Before the treatment was given, the students' attitudes of responsibility were in low category in terms of being responsible to themselves or other students. The data collection was conducted after the experimental group was given TPSR model treatment which was incorporated in pencak silat material for several meetings. The result showed that there was significant changing of students' attitude of responsibility. This attitude transformation could occur only if the program given was in accordance with the purposes of learning. The researchers were supposed to get the students used to follow the teacher instructions from preparing facilities to leading the warming up. Through TPSR model, the students were

accustomed to demonstrate the material as a means of arising sense of helping each other.

The results of data processing showed the positive changing in terms of attitude of responsibility after the treatments by using TPSR model in learning pencak silat were given. This indicated the compability between the existed theories and the results of research. Furthermore, these results provided clear explanation and strong evidence that the existed theories derived from empirical data assessment proven through field verification. Thus, it can be concluded that the results of the research were similar as explained in the theories and the research data can be scientifically proven.

The third hypothesis test was to discover whether there were differences in psychomotor abilities amongs the students who were treated with TPSR model compared to the conventional one in self-development program of pencak silat.

While the average scores of TPSR model were 21.32 for pre-test and 25.28 for post-test, the average scores of conventional method were 19.96 for pre-test and 21.46 for post-test. The rise of average scores for TPSR model was 1.96 compared with the conventional which only obtained 1.5. The results in the rise of average scores on TPSR model showed higher increase compared with the results of cognitive aspects. Conventional model increase was not high enough; however, it still gave influences on psychomotor aspects. It can be concluded that there were differences in psychomotor aspects but the TPSR worked better in improving students' psychomotor than the conventional model.

Learning to move is a change from the learner who cannot perform anything to become someone who has good movement skills caused by continuous stimulations given. The results of psychomotor learning are actually continuation of cognitive (understanding) and affective learning (shown in behavior). Therefore, affective development should be put into the first place followed by cognitive and psychomotor aspects when training pencak silat in physical education learning through TPSR model.

4 CONCLUSIONS

Based on data analysis and processing, the three research questions showed that there are differences on the treatments of TPSR model to conventional model. There are improvement results in cognitive aspect which is lower than psychomotor and affective aspect. The most prominent changes occur in affective aspect which shows considerable change.

Therefore, the researchers have come up with the conclusions that; 1) there are differences of cognitive ability between students who were treated by TPSR and conventional model in self-development program of pencak silat, 2) there are differences of affective abilities between students who were given TPSR and conventional model in pencak silat self-development program, 3) there are differences of psychomotor ability between students who got TPSR and conventional model in self-improvement program of pencak silat.

The findings of this research are TPSR model gives more effect to the affective aspect rather than psychomotor and cognitive aspect. Psychomotor aspect obtains more impacts in terms of the changes that occur among psychomotor, cognitive, and affective aspects. Thus, this study finds out that TPSR model is very influential on affective aspects, psychomotor and cognitive although affective aspects have the biggest impact.

Given the result of this study, the researchers strongly suggest to continue and to develop this study in order to get transparent and validated model. The further research can be undertaken through other approaches and activities at the level of Early Childhood Education (PAUD).

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