Students Responsibility Pattern in Indonesia

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Abstract: This study aims to determine whether the responsibility of students is influenced by teacher reference value. In the indicator of participation also tend to be so, judging from the average score between elementary and junior high school level there is no difference and will increase in SMA level. In self-direction indicator can be seen pattern average score decrease from elementary to junior high, then at level of high school will increase sharply. The results of the study indicate that there is a significant difference in student responsibility between those taught by the patient teacher with strong, moderate and weak TVO.

1 INTRODUCTION

Education is a way of moral quality improvement (Sheldon and Epstein, 2002). Moral and good behaviour have the same position even higher than academic achievement. However, parents, teachers and society generally agree that good behaviour is as important as the test score (Sheldon and Epstein, 2002).

Many social organizations claim that giving social responsibility education is very important. However, teaching this subject has many obstacles, requiring the initiative of each individual or group of academic teachers (Zandvoort, 2013). Students learn about the responsibilities shown and taught by the adults in their environment (Cook-Sather, 2010).

Nowadays, there is an increasing interest in the importance of self-concept physically at a young age, especially as a recommendation guide to the participation of physical activity at a young age (Welk, 1999). The teacher reference value previously developed by Jewet consists of 5, while the currently research consists of 8 references as a result of the development of (Haerens et al., 2011). Based on these problems, there is a need of an assessment as an effort to improve the physical self-concept and active lifestyle of the students through a comprehensive method in learning sports subject. In this case the author tries to apply the method of learning Physical Education to improve physical fitness (Thomas et al., 2015). This method is designed one of them with the aim to raise awareness about the understanding of the physical conditions that exist in each individual (Proshansky et al., 1983). Involvement in physical activity has various benefits, both for physical health, psychological and cognitive, on the contrary that the lack of movement will have a negative impact on health. Therefore, there should be an awareness about the importance of doing physical activity on a regular basis.

Physical self-concept is an important factor in the context of a physical intervention program (Amesberger, 2011). Physical self-concept has a key role in developing a level of physical fitness that can allow or not to allow the realization of certain types of activities within a certain timeframe and which can increase the positive influence that will occur on one's health.

Individuals who have positive physical self-concept will be more physically active, and those involved in physical activity will have a high physical self-concept (Arazi and Hosseini, 2013). Thus, the involvement in physical activity and physical self-concept are closely related to each other.

2 METHODS

2.1 Procedure

Research was planned to be implemented for eight months, starting from March to October 2017 at the

University of Education Indonesia. The treatment of this program is during 16 meetings in accordance with the number of meetings Physics Education held on UPI students.

'Randomized post-test only control group design' was chosen as a suitable research design to solve the problem in this study (Campbell and Stanley, 1963). Each sample group in this design was taken in a random manner. In this case one group is given experiment or treatment, and the other group as control. In this case the experimental group was given treatment with exploratory fitness education which was integrated in learning Physics Education in UPI. The control group used is the students who follow the learning Physics Education with the usual methods implemented by the lecturer.

2.2 Instrumentation

Instrument adapted through three stages, namely the first stage of translation (translate) from English to Indonesian. The second stage, the translate result then converted back into English to ensure that its meaning is unchanged. The next instrument is validated both in content validity (by linguists and instrument experts) and construct validity through testing of respondents.

2.3 Data Analysis

Analysis of the data obtained was done by using descriptive and inferential statistical analysis. The processing is by using the software Statistical Product for Social Science (SPSS) Series. 22. Descriptive statistical analysis to obtain a description of the research data, while the use of inferential statistics aims to answer the formulation of research hypotheses.

In the data description stage, the authors perform the descriptive statistical processing which will be described on the description of data such as mean, standard deviation, variance, minimum score and maximum score. Data is presented in two forms, namely tables and diagrams to further clarify the description of the data. Hypothesis testing is done by two-track Anova test (Manova) which aims to test the difference of influence and interaction between independent variable with moderator variable.

3 RESULTS AND DISCUSSION

The study intends to examine whether the pattern of personal and social responsibility of students is increasing based on the level of education (elementary, junior high school) through. In addition to looking at patterns in each indicator of personal and social responsibility that consists of respect, participation and effort, independent and caring.

Table 1. Description of Student Responsibility Data.

		N	Mean	Std. Deviation
Responsibility	SD	108	91.8056	9.19514
	SMP	165	90.6121	12.17334
	SMA	330	109.0970	13.54862
	Total	603	100.9420	15.37521
Respect	SD	108	13.6389	1.62031
	SMP	165	13.6727	2.09867
	SMA	330	15.6273	3.10268
	Total	603	14.7363	2.80871
Participation	SD	108	29.0833	4.02126
	SMP	165	29.2242	4.41775
	SMA	330	31.4939	4.45050
	Total	603	30.4411	4.51219
Mandiri	SD	108	21.9815	3.73661
	SMP	165	19.5636	4.26170
	SMA	330	28.6333	5.56330
	Total	603	24.9602	6.42760
Caring	SD	108	27.1019	3.27248
	SMP	165	28.1515	4.38624
	SMA	330	33.3424	5.10149
	Total	603	30.8043	5.41177

In Table 1 it is known that the pattern of personal and social responsibility of students when viewed from the average score has a fixed pattern from elementary level to junior high even tended to decrease although not significant, and increased rapidly in high school level. If assessed from the indicator of respect pattern also tends to equal responsibility, at elementary and junior high school levels are relatively the same and will increase in SMA.

In the indicator of participation also tend to be so, judging from the average score between elementary and junior high school level there is no difference and will increase in SMA level. In self-direction indicator can be seen pattern average score decrease from elementary to junior high, then at level of high school will increase sharply.

Last is the caring indicator which, when viewed from the average score, is likely to experience an improvement pattern from elementary to junior high, and so is from junior to senior high school. For more details about these patterns, the following picture shows the pattern of each indicator and overall responsibility.
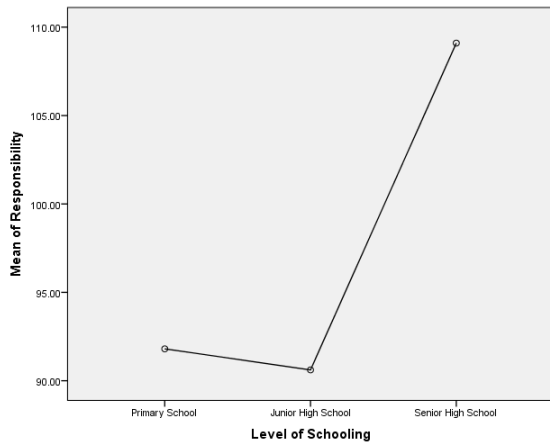
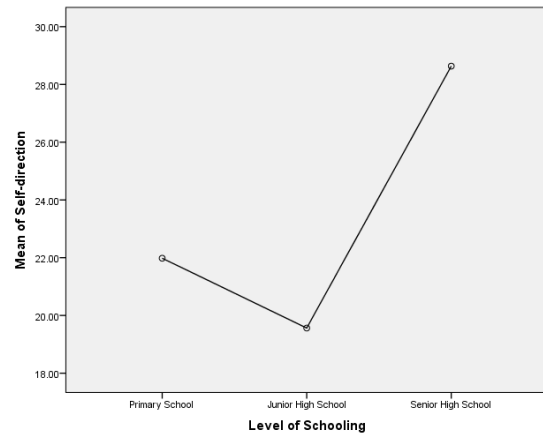Figure 1: Overall Responsibility Pattern.
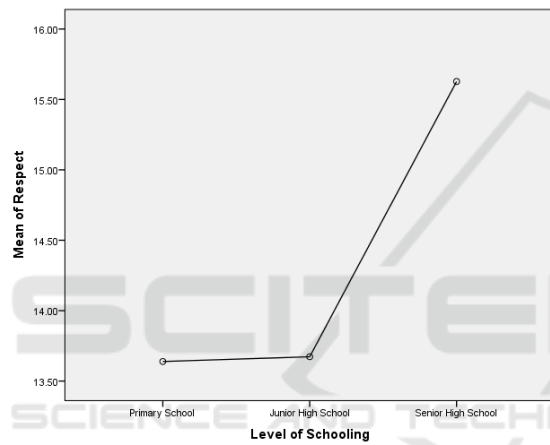

Figure 4: Overall Self-Direction Pattern
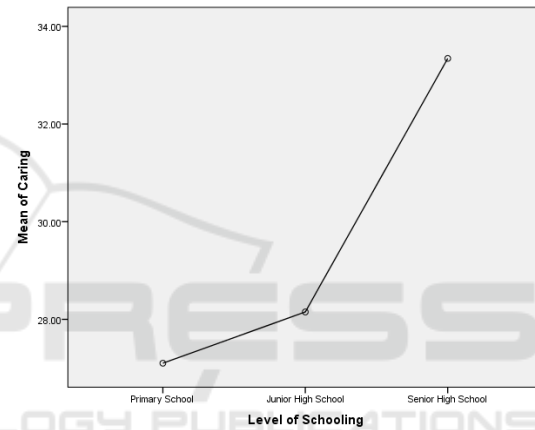

Figure 2: Respect Pattern.
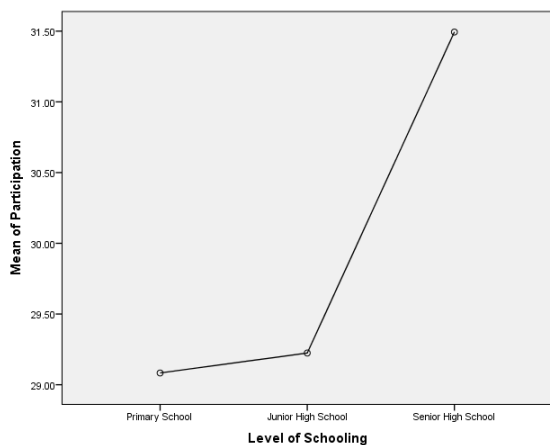

Figure 5: Caring Pattern

Figure 3: Participation Pattern.

Figure 1 describes overall responsibility pattern of level of schooling and mean of responsibility. Figure 2 explains respect pattern of level of schooling and mean of respect. Figure 3 explains participation pattern of level of schooling and level of participant. Figure 4 explains overall responsibility pattern of level of schooling and level of mean of self-direction. Figure 5 explains caring pattern of level of schooling and mean of caring.

4 CONCLUSIONS

The results of the study indicate that there is a significant difference in student responsibility between those taught by the patient teacher with strong, moderate and weak TVO.

Students who were taught by a sexiest teacher with a weak TVO had a higher responsibility score

than the others. The second sequence is a student taught by a pauper teacher with moderate TVO, and the last one is a student who is taught by a pseudo teacher with a strong TVO.

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