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DEVELOPMENT OF TPSR LEARNING DEVICES BASED ACTIVITY MATERIALS ON SOCIAL SKILLS ATHLETIC

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Abstract
The aim is to develop learning tools based on social skills using the Teaching Personal And Social Responsibility (TPSR) learning model. Research and development use a procedural model, The development steps refer to Research and Development (R&D) with 10th steps. Research and development use the 7th research step under the conditions and situations. Data collection uses a questionnaire/questionnaire instrument. The trial subjects of this study were (a) individual subjects belong expert validators and (b) prospective users consisting of 5 physical education teachers (PE) and a total of 10 students for SMA/SMK small groups testing and 14 teachers and 60 students for substantial group testing. The data analysis technique used descriptive quantitative, qualitative. The results of the data analysis showed a small group test of teachers with a feasibility level of 82% and students of 74.9%. Meanwhile, for the substantial group test, the feasibility level of teachers is 87%, students are 80.2%. The conclusion is worth applying and using.

Keywords: *Social Skills; Learning Tools; Physical Education; Teaching Personal And Social Responsibility.*

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INTRODUCTION

Physical Education (PE) is a process of implementing education where this learning uses physical activity and sports in its implementation that aims to produce visible changes in the quality of students (Paturusi, 2012). PE is a school subject that provides a domain of social behavior as one of the class goals and develops students' social behavior. According to the opinion of (Yuliawan, 2016) that social skills can improve students in positive esolved through PE, teachers should have a

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good character role to set an example in learning. Students' social skills are developed through school education, one of which is through PE. Permendikbud Nomor 37 Tahun, 2018 also explains that the Social Attitude competency shows honest, disciplined, responsible, caring, polite, responsive, and pro-active behavior as part of the solution to various problems in interacting effectively with the social, natural environment. The second core competency is achieved through indirect teaching such as exemplary, habituation, and school culture that is adapted to the characteristics of the subject, as well as the needs and conditions of students.

Therefore, PE teachers need a learning model that can develop students' motor and social skills. The affective of students is a form of readiness to react to an object towards objects in a certain way, as a form of evaluation or reaction to feelings (Kusaeri dan Supranoto, 2012). In the implementation of learning, learning management is used as a teacher guide, (Gunawan, 2017) consisting of 3 managements, namely: (1) learning plans consisting of the syllabus, lesson plans (RPP), and teaching materials, (2) learning methodology and design, (3) learning assessment/evaluation or monitoring. Learning tools are used as guides that are prepared based on content standards, graduation standards follow the applicable curriculum and without lesson plans learning activities do not go well (Gunawan, 2017)

The recommended learning model and application of social skills is Teaching Personal & Responsibility (TPSR). The TPSR model by Don Hellison in 1985 continues to grow today. Learning with the TPSR model is a learning model oriented to students' sense of responsibility for the learning process (Shirley, 2011). This model approach occurs when educators establish relationships with students and then encourage students to establish and develop relationships with other students. TPSR aims to internalize the behavior and attitudes of students towards the values of social responsibility into the habituation of student behavior so that can be implemented from physical activity to social skills. This model utilizes physical activity as a catalyst to be effective responsibility and responsible

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development The TPSR model can be applied at all school levels because this model is related to the individual behavior of each student (Metzler, 2000). The learning approach is student-centered, self-actualization, and social reconstruction. According to Hellison (2010) TPSR consists of 5 levels, namely irresponsibility (level 0), respect (Level 1), participation and effort (Level 2), self-direction (Level 3), caring and leadership (Level 4), and transfer of various destination to another context (Level 5). However, in reality, the implementation of the TPSR model has differences in quality between Indonesia and other countries.

TPSR was first developed in the United States and is widely applied in New Zealand (Pan et al., 2019). Through the TPSR model, educators in the learning process can intentionally create an environment that supports learning of personal and social responsibility through physical activity in physical education, enabling students to learn, practice, and internalize responsible behavior (Severinsen, 2014). In Indonesia, this learning model is still rarely applied in PE learning. Based on the results of related research conducted by Dupri & Nazirun, (2018) SMA in Riau using 128 samples of students showed the effectiveness and efficiency of this method in the learning process to increase the sense of responsibility and tolerance among students. Then Juliantine & Ramadhan, (2018) research was conducted on high school students in the city of Bandung with 30 samples of people showing the results of a significant influence on the TPSR model used for students. The conclusion from both studies is that this model can be used to improve students' social skills. However, both of these studies used classroom action research and experimental research so research has developed on learning tools or modification of learning materials.

The results of a preliminary study that has been conducted on high school PJOK teachers in East Java to determine the extent to which PE teachers apply the learning model. The results show that teachers use 3rd learning models, much as 17.4% of teachers use blended learning models, 34.8% use cooperative learning models, 43.5% use problem-based learning. A total of 39.13% of teachers choose

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the learning model based on the characteristics of students and the achievement of learning objectives. Teachers develop social skills through group discussions, cooperation, and responsibility by 33.3%, and 22.2% implement student participation by following the teacher's instructions. 86.95% have applied social skills. much as 52.17% of teachers do not know TPSR and the rest already know the TPSR learning model. 39.13% have given social skills-based learning with the TPSR model.

It can be concluded from the results of the preliminary study that there is a need to develop learning tools with the TPSR model and aims to make this learning model more well known by PJOK teachers. The purpose of the study was to develop learning tools based on the social skills of the TPSR learning model and to test the feasibility of learning devices consisting of lesson plans, teaching materials, and evaluation monitoring in PJOK learning, on athletic activity materials in the form of game modifications which included walking, running, jumping and throwing students. at the high school/vocational level..

METHOD

Research and development use the development steps refer to the Research and Development (R&D) step of Borg and Gall (1983) which contains 10 steps. These steps are as follows: 1) research and information collecting, 2) planning, 3) developing a preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision. , 8) operational field testing, 9) final product revision, and 10) dissemination and implementation. In this research and development, 7 steps of research are used where the group test is carried out by distributing online questionnaires.

Subject Study

A total of 5 PE teachers with more than five years of teaching experience or have been certified and 10 students in Malang City and District were used as user subjects and small group trials. After conducting a small group test, the researcher revised and then carried out a large group test for 14 PJOK teachers with more than

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five years of teaching experience or already certified and 60 students in Malang City and Regency.

Research Instruments

The instrument used to collect needs analysis data has been declared valid and has been tested for reliability with a reliability number of 0.658. The instrument used to collect data for small group trials and large group trials was in the form of a questionnaire/questionnaire with a total of 20 questions for teachers and 10 questions for students. The questions listed have covered aspects of convenience, suitability, attractiveness, and product usability for teachers and students. Trials for lesson plans, teaching materials, and monitoring and evaluation guides are carried out on teachers while teaching materials are carried out on students.

Data analysis technique

The data analysis technique used is descriptive quantitative and qualitative. The quantitative descriptive analysis is used to analyze and describe the results of preliminary study data, small group tests, and large group tests by presenting the research subject's answer choices to questions that have been designed by researchers in online questionnaires (Google Forms) to determine the analysis of research needs and the results of small and large group tests. Meanwhile, qualitative analysis will analyze the data from the expert evaluation using the FGD method which then reduces the exposure to the evaluation and input of the experts. Then described into sentences that are classified in a table to perfect the product development so that it can be validated by experts with content validation techniques (Content Validity).

RESULTS AND DISCUSSION

The research results are divided into two, namely needs small and large group trial results.

Small-Group Trial

The data analysis was carried out based on the data from small group trials on 5 PJOK teachers and 10 students, each of the aspects described in the table below.

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Table 1. Results of Small Group Trial Data Analysis of PJOK Teachers (n=5)

No.	Aspect	Appropriateness	Category
1	EASY	79,4%	VERY VALID
2	FITNESS	82,5%	VERY VALID
3	ATTRACTION	85%	VERY VALID
4	UTILITY	80%	VERY VALID
AVERAGE		82%	VERY VALID

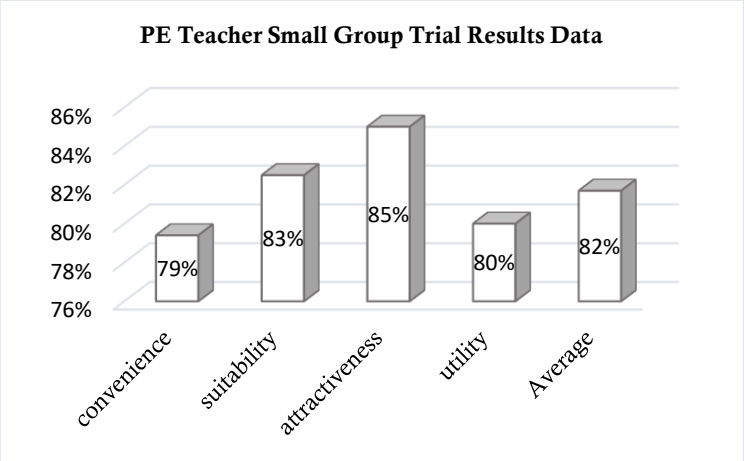

Figure 1. Percentage Diagram of Small Group Trial of PJOK Teachers in SMA/SMK City and Malang Regency

The data analysis table above shows that with the percentage level of feasibility of RPP products, teaching materials, and evaluation monitoring guides, an overall average score of 82% is obtained, then converted to a feasibility qualification table, which shows a very valid category. so that the product development can be used.

Table 2. Results of Small Group Test Data Analysis of Students (n=10)

No.	Aspect	Appropriateness	Category
1	EASY	76.3%	VERY VALID
2	FITNESS	72.5%	ENOUGH VALID
3	ATTRACTION	75.8%	VERY VALID
4	UTILITY	75%	ENOUGH VALID
AVERAGE		74.9%	ENOUGH VALID

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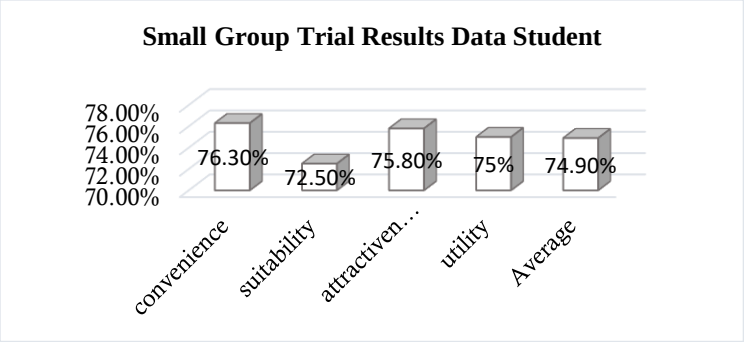

Figure 2. Diagram of the Percentage of Small Group Trial of PJOK Students in SMA/SMK City and Malang Regency

The data analysis table above shows that with the percentage of the feasibility level of teaching material products, an overall average score of 74.9% is obtained, then converted to a feasibility qualification table, which shows the category is quite valid. so that the development product can be used with revisions.

Large Group Trial

Data analysis was carried out based on data from large group trials on 14 PJOK teachers and 60 students, each aspect will be described in the tables below:

Table 3. Results of Trial Data Analysis for Large Groups of PJOK Teachers (n=14)

No.	Aspect	Appropriateness	Category
1	EASY	85%	VERY VALID
2	FITNESS	86%	VERY VALID
3	ATTRACTION	89%	VERY VALID
4	UTILITY	85%	VERY VALID
AVERAGE		87%	VERY VALID

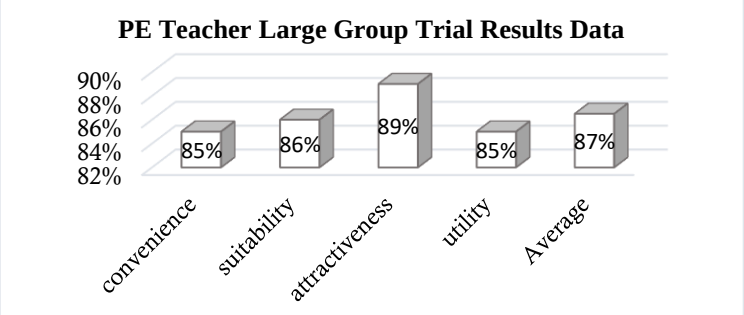

Figure 3. Diagram of the Percentage of Trials for Large Groups of PJOK Teachers in SMA/SMK City and Malang Regency

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Based on the table above, it can be concluded that with the percentage level of feasibility of RPP products, teaching materials, and monitoring and evaluation guides, an overall average score of 87% is obtained, then converted to a feasibility qualification table, which shows a very valid category so that the product development of learning tools based on social skills and personal teaching models social responsibility material for the athletic activity for class XI SMA/SMK in Malang City and Regency can be used.

Table 4. Results of Data Analysis for Large Groups of Students (n=60)

No.	Aspect	Appropriateness	Category
1	EASY	80.1%	VERY VALID
2	FITNESS	80.9%	VERY VALID
3	ATTRACTION	77.8%	VERY VALID
4	UTILITY	82.1%	VERY VALID
AVERAGE		80.2%	VERY VALID

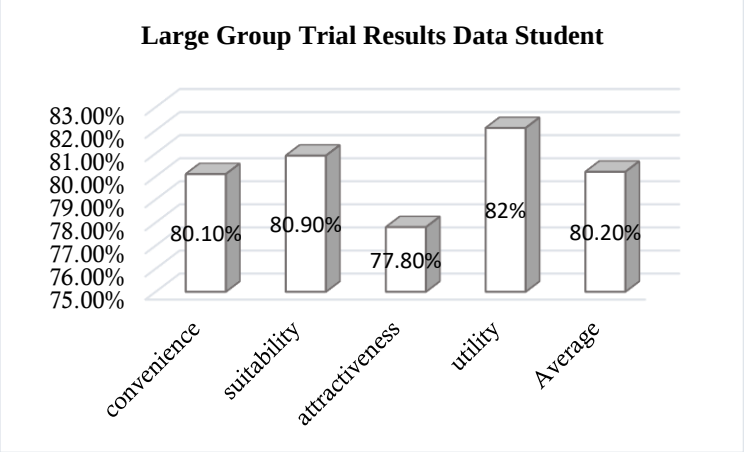

Figure 4. Diagram of the Percentage of Trial Large Groups of Students in SMA/SMK City and Malang Regency

Based on the data analysis table above, shows that with the percentage of the feasibility level of teaching material products, an overall average score of 80.2% is obtained, then converted to a feasibility qualification table, which shows a very valid category. so that the product development can be used.

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Data Analysis Results Difficulty Implementing Syntax *Teaching Personal and Social Responsibility*

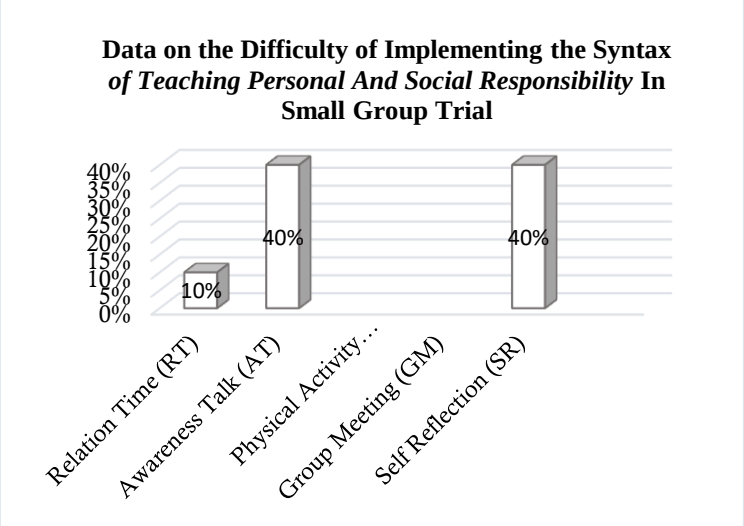

Figure 5. Diagram of the Percentage of Difficulty in Implementing *TPSR Syntax* in Small Group Trials

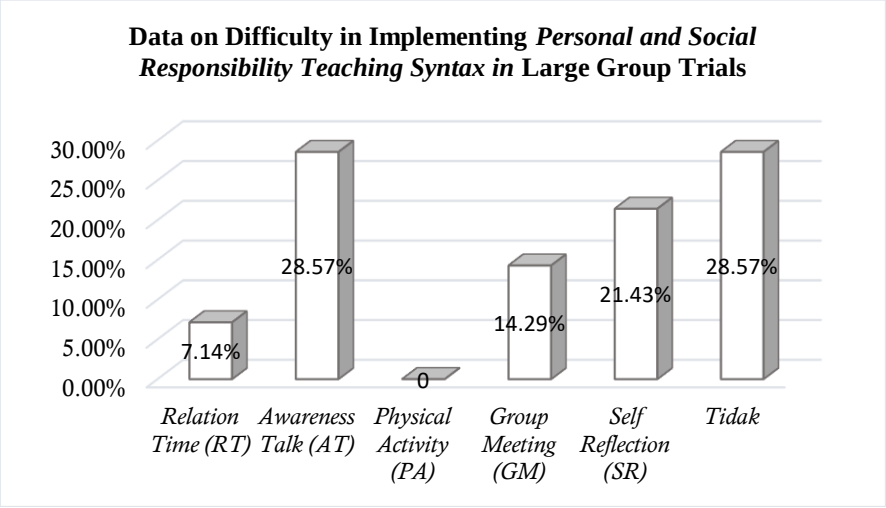

Figure 6. Percentage Diagram of Difficulty in Implementing *TPSR Syntax* in Large Group Trials

Based on the data from the two diagrams above, it shows that teachers experience the highest difficulty in the *Awareness Talk (AT) syntax of awareness* talk and *Self Reflection (SR)* self-reflection time with a percentage of 40% in small group trials and 28.57% in *Awareness Talk syntax (AT)* large group trial awareness

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talk. Another difficulty is in the *Self Reflection (SR) syntax* of self-reflection with a percentage of 21.43%.

Based on the validation of the three validators, small group test, large group test, and expert opinions from various sources, the results show that this product is feasible to use and apply to PJOK learning. With the results of a small group test of teachers with a percentage of the feasibility level of lesson plans, teaching materials, and monitoring and evaluation guides, an overall average score of 82% was obtained, then converted to a feasibility qualification table, which showed a very valid category. A small group test on students shows the percentage of the feasibility level of teaching material products, the overall average score is 74.9%, then converted to a feasibility qualification table, which shows the category is quite valid. so that the development product can be used with revisions.

Then with the results of the small group test, the researcher has revised and conducted a large group test. The results of the large group test analysis of teachers obtained the percentage level of feasibility of RPP products, teaching materials, and monitoring and evaluation guides, an overall average score of 87% was obtained, then converted to a feasibility qualification table, which shows a very valid category so that the product can be used without revision. Then the results of the large group test of students showed the percentage of the feasibility level of teaching materials products obtained an overall average score of 80.2%, then converted to a feasibility qualification table, which showed a very valid category. so that the development product can be used without revision.

The *TPSR model has been* successfully applied in several schools, by Gordon et al. (2012) showed that the *TPSR* has become a suitable model for secondary school physical activity in New Zealand and is applied in several schools. Learning with *Teaching Personal and Social Responsibility* is felt by some teachers to be able to improve the quality of teacher professionalism in learning PJOK. However, not all teachers can carry out learning using this model due to limited time, facilities and infrastructure, and different student *inputs.* In line with the

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research of Toivonen et al., (2019) this study takes a long time, the trial and evaluation of the feasibility of the study will provide the basis for further development with a randomized controlled trial scale. This is also in line with research from Pan & Keh, (2014) that research with this model takes a long time, this model can be applied to improve students' social skills, and is recommended to be applied in schools.

Forms of learning innovation are needed, but not all educators can do it regarding teaching materials and the division of time in each syntax in their learning. So, there needs to be an exchange of ideas, because not all students can receive the material and explanations from the teacher as a whole. So the need for intensive assistance from teachers to students. At the level of difficulty of the learning steps the teacher experienced the highest difficulty in the *Awareness Talk (AT) syntax of awareness* talk and *Self Reflection (SR)* self-reflection time with a percentage of 40% in small group trials and 28.57% in *Awareness Talk (AT) syntax.)* large group trial awareness talk. Another difficulty is in the *Self Reflection (SR) syntax* of self-reflection with a percentage of 21.43%.

The statement about the results of product validation and group trials above shows the results that product development can and is feasible to use in the learning process. This is in line with the research of Pan et al., (2019) which states that the *TPSR model* can be applied to students and makes them learn to take more tasks and reflection on actions that develop personal and social responsibility. This is also reinforced by the explanation from Baptista et al., (2019) which states that there is a positive change in behavior in learning, the teacher plays an active role in changing student actions in learning and will be a reflection of multidisciplinary involvement that is more student-oriented.

CONCLUSION

Based on the results of the analysis and discussion of research and development of learning tools based on social skills using the *TPSR learning model* for class XI athletic activity materials in Malang City and District, it can be

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concluded that the product can be used and applied to PJOK learning following national education goals. However, in its application, it must be adapted to the situation and conditions that occur in each student and school. This product is feasible to be used for the next stage but has limitations, namely: (1) This product development is only used for athletic activity material in class XI SMA, (2) The effectiveness and efficiency of the development product in learning in this study has not been maximized because at the trial stage the done not face to face. Even though this product is feasible to use and apply, further research needs to be done with the same theme and the need for development on different materials or levels.

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