

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

by Al Fitri Nurani Conscience Conscience

Submission date: 11-Apr-2022 03:54PM (UTC+0700)

Submission ID: 1807658889

File name: BASED_ON_SOCIAL_SKILLS_CLASS_XI_ATHLETIC_ACTIVITY_MATERIALS.docx (347.31K)

Word count: 5663

Character count: 30709

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

Al Fitri Nurani Conscience¹, Febrita Paulina Heynoek², Rama Kurniawan³

al.fitri.1706116@students.um.ac.id, febrita.paulina.fik@um.ac.id, rama.kurniawan.fik@um.ac.id

18

Abstract

The aim is to develop learning tools based on social skills using the Teaching Personal And Social Responsibility (TPSR) learn 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.*

Correspondence author: Al Fitri Nurani, PJKR-FIK-UM, Indonesia. E-Mail: al.fitri.1706116@students.um.ac.id



Journal Page Sports Nusantara licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

PRELIMINARY

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 evolved through PE, teachers should have a 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

13
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.

8
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)

2
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 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, such 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



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. The

following are 7 steps that will be used by researchers in research and development, namely:

1. **Research and Data Collection**

In the initial stage, researchers collected data through a preliminary study at SMA/SMK in East Java. Preliminary studies are obtained to determine the initial achievements that need to be developed in this research. The data was obtained by distributing questionnaires via google form for PJOK educators.

2. **Product Development Planning**

Planning is done after the data collection process. Researchers make plans in the form of RPP prototype designs, teaching materials, and monitoring and evaluation guidelines. In making it tailored to the needs of the research subject.

3. **Early Product Development**

Product development as the output of the research, namely social skills-based learning tools using the TPSR model in the form of lesson plans, teaching materials, and monitoring and evaluation guides. Learning tools are made following KI and KD SMA/SMK in the 2013 Curriculum and the learning model uses 5 levels and 5 syntaxes in carrying out learning activities. After the initial product development was completed, the researcher validated the product with 3 validators to achieve product validity. The researcher carried out the validation stage through Focus Group Discussion (FGD) by experts who acted as research subjects which were held on Saturday, November 21, 2020; Tuesday, December 15, 2020; finalization Thursday, December 17, 2020, at 19.00 - finished using the zoom meeting. After conducting expert validation, the researcher will revise the final product based on criticism & suggestions from the validator.

4. Small Group Trial

The initial trial was carried out after making the initial product ²¹ in the form of learning tools based on the social skills model of Teaching Personal and Social Responsibility. Small group trials were conducted on 5 PJOK SMA/SMK teachers for lesson plans, teaching materials, and evaluation monitoring with more than five years of teaching experience or certification and 10 students for teaching materials trials in Malang City and Malang Regency.

5. Revision of Trial Results

The revision ¹⁹ stage is the stage that is carried out after a small group trial is carried out. This stage is carried out to correct the shortcomings of the product developed by the researcher, the revision is carried out per the inputs that have been put forward.

6. Large Group Trial

The next trial stage is a large group trial. This trial was carried out in a large group, namely 14 PJOK teachers for lesson plans, teaching materials, and evaluation monitoring with more than five years of teaching experience or certified and 60 students for testing teaching materials.

7. Completion of Tested Products

The final stage in this procedure is the refinement of the test product. This stage is carried out to obtain improvements for the deficiencies that still exist in the product. Which will later be further refined ¹² to achieve the main goal in the development of social skills-based products based on the Teaching Personal and Social Responsibility model..

Subject Study:



Researchers used research subjects as many as 23 high school / vocational teachers in East Java Province as user subjects used for preliminary studies and need analysis. After conducting the initial stage of a preliminary study and needs analysis, the researcher compiles a product development and then product validation will be carried out. This process is carried out by validators of academics and practitioners who have an understanding of their respective fields. 3 validators become experts, namely: PE learning experts, social skills experts, and PE practitioners.

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 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).

Product Design Development

The RPP developed by the researcher was compiled by adjusting ¹the format in Permendikbud No. 22 tahun 2016 process standards. RPP presents athletic activity material following the KI and KD contained in the permendikbud No. 37 tahun 2018 whose material for class XI includes walking, running, jumping, and throwing. This lesson plan uses the special characteristics of the TPSR model, namely using 5 levels of opinion from Hellison, (2010) and using 5 opinion syntax from (Filiz, 2017).

Table 1. RPP Product Design Table

| No. | Syntax | Description | Activity |
|-----|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <i>Relation Time (RT)</i> | Introduction before starting the lesson | Teacher set an example of ² respectful communication. This will involve communicating with the whole group or individual learners. Such as asking and communicating about social skills that have been done |
| 2. | <i>Awareness Talk (AT)</i> | Submission and introduction of existing levels in the TPSR model, from levels 1-5 1. level 0 Irresponsibility 2. level 1 | <ul style="list-style-type: none">The teacher explains and exemplifies the character mapping behavior of teaching and social responsibility which will be used as a benchmark in interactions with students and other people in the learning process, levels 1-5 (attached).Students observe and apply several levels that might occur in the learning process. |

Al Fitri Nurani ¹, Febrita Paulina Heynoek ², Rama Kurniawan ³ (2022)
 DEVELOPMENT OF TPSR LEARNING DEVICES BASED ON SOCIAL SKILLS CLASS XI
 ATHLETIC ACTIVITY MATERIALS

| No. | Syntax | Description | Activity |
|-----|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Respect 3. Level 2 Participation 4. Level 3 Self-Direction/Self-control 5. Level 4 Carrying 6. Level 5 Responsibility and cooperation | <ul style="list-style-type: none"> The teacher manages all aspects of the lesson and palpably communicates the direction and expectations of behavior to students. |
| 3. | Physical Activity (PA) | Implementation of physical activity by the material to be taught (athletic activities in the form of game modifications which include: walking, running, jumping, and throwing) | <ul style="list-style-type: none"> Students warm-up led by one of the students. The teacher explains and gives examples of the material or game modification model that will be implemented. Students cool down led by one of the students. |
| 4. | Group Meeting (GM) | Group discussion before evaluation | <ul style="list-style-type: none"> The teacher instructs students to gather in groups by discussing the learning process that has been carried out |
| 5. | Self Reflection (SR) | Closing at the learning stage | <ul style="list-style-type: none"> Provides a reflective evaluation with the opportunity for students to evaluate with their peers. A thorough evaluation is carried out by the teacher and other students.. |

Table 2. Product Design of Teaching Materials

| Component | Description |
|--------------------------------|----------------------------------------------------------------------------------------------|
| Title | The name used for the material to be taught |
| Learning objectives | Describe the attitudes and behaviors of students expected from the learning process |
| Content description | Describe the content of teaching materials about TPSR-based learning materials |
| Subchapter | Loading chapters on the learning material to be taught |
| Content description | Presenting explanations of TPSR-based learning materials |
| Picture or illustration | Illustrations that illustrate or explain learning materials |
| Student activities | Explain the activities carried out by students regarding tasks related to character building |



Table 3. Product Design Monitoring and Evaluation Guidelines

| Contents | Description |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Title | Information containing the monitoring and evaluation to be carried out |
| Teacher Identity | Writing the names of teachers who are observed in monitoring and evaluation in the implementation of learning |
| Agency Identity | Writing the name of the teacher's school institution observed in monitoring and evaluation in the implementation of learning |
| Aspects Observed | Contains questions regarding the preparation, implementation, and evaluation of learning |

RESULTS AND DISCUSSION

The research results are divided into three, namely needs analysis from preliminary studies, expert evaluation results ending with product validation by experts, and small and large group trial results.

Table 4. Results of Needs Analysis

| No | Statement | n (%) | |
|----|-------------------------------------------------------------------------|----------|----------|
| | | Yes | not |
| 1. | Teachers in the application of social skills in PE | (86,95%) | (13,05%) |
| 2. | Teacher knowledge about the TPSR model | (47,82%) | (52,18%) |
| 3. | Teachers who have applied the TPSR model | (39,13%) | (60,87%) |
| 4. | Teacher's opinion on the implementation of TPSR following KI & KD in PE | (95,65%) | (4,35%) |
| 5. | Teacher's opinion on the development of the TPSR model | (95,65%) | (4,35%) |

The results of the analysis of research needs show that the frequency of teachers who have applied students' social skills is quite a lot. Most of the teachers did not know and only a small part applied the TPSR learning model. However, the teacher agreed that the researcher developed a social skills-based TPSR learning

model in the PJOK learning process that was following KI & KD. In this needs analysis, researchers develop learning products with the approval of educators who have filled out questionnaires via Google Form. 3 products were developed, namely lesson plans, teaching materials, and evaluation monitoring guides.

The validation process of experts from this development research was obtained through the FGD which was held on Saturday, November 21, 2020; Tuesday, December 15, 2020; finalization Thursday, December 17, 2020, at 19.00 - finished using the zoom meeting. The data was obtained in the form of assessments and suggestions for product development from 3 experts, namely, learning experts, media experts, and social skills experts. The lesson plans developed by the researchers were arranged according to the format contained in Permendikbud No. 22 tahun 2016 concerning process standards. RPP presents athletic activity material following the KI and KD contained in the permendikbud No. 37 tahun 2018. Class XI material includes walking, running, jumping, and throwing. This lesson plan modifies an athletic activity game that includes basic walking, running, jumping, and throwing movements. In this development, lesson plans are prepared based on social skills using the TPSR model for preparing lesson plans using the K13 format. The FGD stage that was carried out with the validator found that the curriculum is very important for the world of education because it is the main key to achieving success in the world of education. The curriculum is used as a plan and arrangement that contains objectives, content, and learning materials that become a reference in teaching and learning activities in schools to achieve educational goals (Bahari, 2019). The product validation stage by learning experts showed that " the learning steps in the lesson plan must be adjusted to the TPSR model ", the researchers, in this case, have made revisions to the suggestions from the validator. By adjusting the opinion of Filiz, (2017) who recommends 5 segments



12

or syntaxes to be used in the learning process, namely relational time, awareness talk, physical activity plans, group meetings (group meeting), time for self-reflection (reflection time). So that at the learning step in the lesson plan it becomes a differentiator from the lesson plan in general.

Based on the validation data, the following results were obtained:

Table 5. Data from expert validation through Focus Group Discussion (FGD)

| No. | Expert | Ratings and suggestions |
|-----|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Learning Expert | <ol style="list-style-type: none">1. The evaluation of the TPSR model is raised again for social skills.2. Teaching materials are adjusted to the material in the learning device.3. The learning steps are adjusted to the TPSR model. |
| 2. | Media Expert | <ol style="list-style-type: none">1. Still impressed that the teaching center has changed to a student center that emphasizes more on more active students2. Clarify the scoring rubric of the indicators and assessment criteria on social skills and movement skills.3. Include video links (if showing learning videos, sources from the internet), PowerPoint on teaching materials. |
| 3. | Social Skills Expert | <ol style="list-style-type: none">1. Improve learning methods that are too instructional (peer evaluation or rewarding students who are active and do a lot of social skills)2. Instructions for spiritual and social assessment are clarified.3. In level 4 mapping (care) sub-indicators are still lacking.4. The steps in modifying the game are still too one-way instructional for educators to students, not providing space/facilitating for various interactions to occur.5. The process of reflection/evaluation time is more extended (20 minutes or more) more emphasis is placed. Giving appreciation to students for internalizing their social skills. |



In addition to adjusting to the learning steps of the TPSR model, the validator also advises researchers to carry out the appropriate level stages. Researchers, in this case, align with the opinion of Beale (2016) argued that the TPSR model is designed to encourage students to realize the level of responsibility, namely: respect, participation or effort, self-direction, attention to reach the highest level (level 5), where students can apply the skills possessed outside the classroom in everyday life. . In table 7 the social skills validator suggests that the learning method in the lesson plan is too instructional for students and the validator, in this case, suggests changing the method so that the TPSR model is applied to improve students' social skills. In addition, researchers, in this case, have changed the existing methods of RPP products and have harmonized them with research from Umegaki et al. (2017) that the method can help students understand the knowledge of responsible behavior in the TPSR model and present behaviors that make students practice it repeatedly, then help students reflect on their actions to see if they can practice behaviors that structurally understand the new knowledge provided by the model. TPSR to students.

Based on the findings from the FGD, there are similarities between the three validators who discuss the product still focuses on teaching-centered and must be changed to student-centered. The researcher in this case has revised the lesson plans product which is aligned with research from Juliantine & Ramadhan (2018) which suggests that this model in the learning process uses a more student-oriented learning approach (student-centered), namely self-actualization. (self-actualization) and social reconstruction (social reconstruction). So students function as movers and actors in the learning process and teachers only act as facilitators and observers. Learning experts suggest bringing out more social skills in the learning process. In this case, the maturity level of a teenager's social skills can be seen from the

individual's ability to display behavior in their environment. This is in line with the research of Sriyanto et al. (2019) suggests that social skills are an individual's way of establishing relationships with other individuals, living and working together, taking turns, being able to respect the rights of others, being socially sensitive, learning to control and direct oneself, sharing ideas and experiences with others. Meanwhile, Stephe dalam Williams (2012) suggests that emerging social skills are influenced by 4 aspects of individual behavior, namely: (1) behavior that arises because of oneself, (2) behavior that arises because of the influence of values and norms, (3) behavior that arises demands and obligations, (4) behavior that arises as a result of relationships with other people. The social skills that appear in the lesson plans must be adapted to the teaching materials that will be used in learning.

Teaching materials are important for teachers in carrying out the learning process. It can be seen that the teacher uses teaching materials as a guide to provide material to students to be more focused and follow the lesson plans. The validation stage of the media expert in his assessment stated that the teaching materials prepared must be adapted to the material related to KI & KD and the learning model used. This has been revised by the researcher with the format of preparing teaching materials that are aligned with the opinion of Heynoek et al. (2010) which states that the components in teaching materials are chapter titles, learning objectives, content descriptions, subchapters, content descriptions, pictures or illustrations, table lists, examples, summaries and student activities.

Several countries have implemented the TPSR model, but each country has its differences and characteristics. According to research from Alcalá, et al., (2019) that PJOK teachers from Spain, Chile, and Costa Rica have different views about the effects of the TPSR program on social goals, disciplinary strategies and autonomy support, and they are based on the socio-culture of PJOK subjects. Each



grade level will affect the processes and programs carried out by researchers, which is in line with the opinion of Pozo et al. (2018) shows the implication results, namely: (1) the TPSR model is successful to be applied, but it should be applied in various classes and schools, (2) PJOK must be aligned with the program level, (3) socio-cultural differences and motivations become obstacles to implementing the model. TPSR, (4) implementation should be improved through support and monitoring. However, from some of the opinions above, it can be concluded by research from Romar et al., (2015) that this model is easy to adapt and can be applied by PJOK teachers by encouraging future researchers to test the effectiveness and practicality of the TPSR literature related to PJOK and curriculum.

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.

Table 6. 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 |

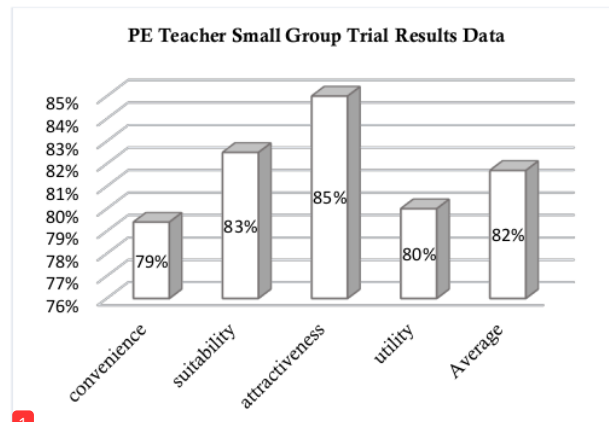


Figure 1. Percentage Diagram of Small Group Trial of PJOK Teachers in SMA/SMK City and Malang Regency

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 7. 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 |

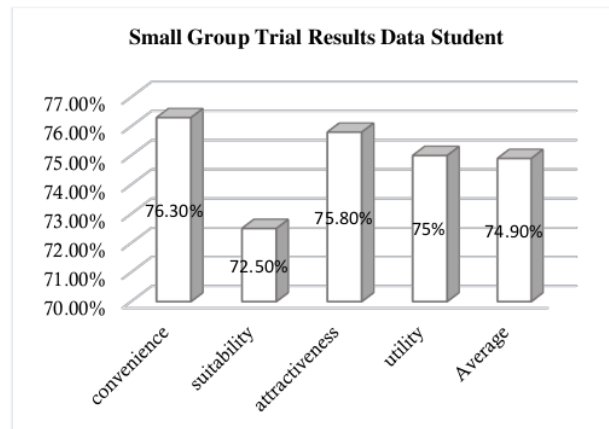


Figure 2. Diagram of the Percentage of Small Group Trial of PJOK Students in SMA/SMK City and Malang Regency

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 8. 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 |

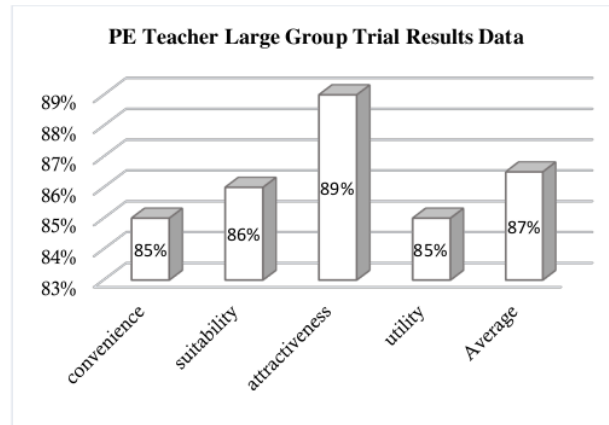


Figure 4. Diagram of the Percentage of Trials for Large Groups of PJOK Teachers in SMA/SMK City and Malang Regency

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 9. 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 |

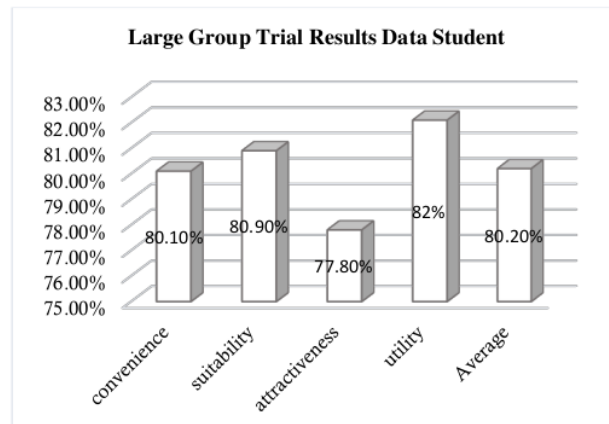


Figure 5. Diagram of the Percentage of Trial Large Groups of Students in SMA/SMK City and Malang Regency

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.

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

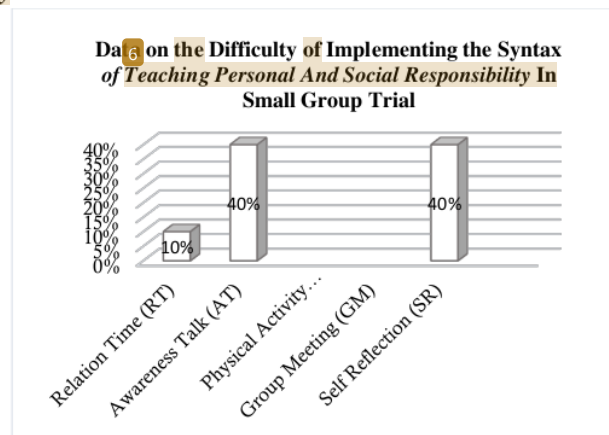




Figure 6. Diagram of the Percentage of Difficulty in Implementing TPSR Syntax in Small Group Trials

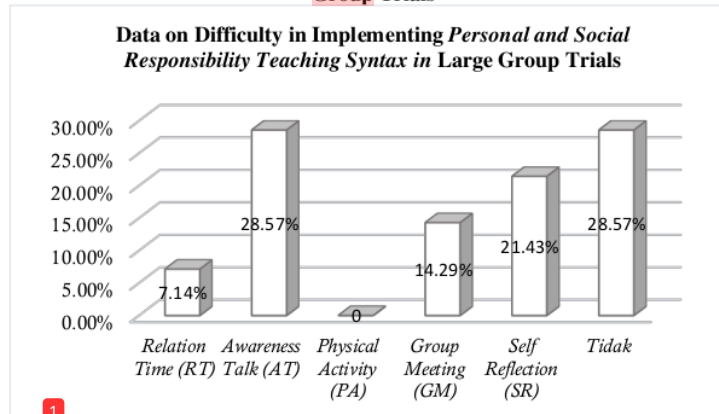


Figure 7. Percentage Diagram of Difficulty in Implementing TPSR Syntax in Large Group Trials

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 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%,



¹ 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 ¹⁴ results of the small group test, the researcher has revised and conducted a ¹⁴ 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, ¹ an overall average score of 87% was obtained, then converted to a feasibility qualification table, which shows a very valid category ¹⁰ 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%, ¹ 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 ⁷ 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 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 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.

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

ORIGINALITY REPORT

13%

SIMILARITY INDEX

11%

INTERNET SOURCES

5%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1 | www.atlantis-press.com Internet Source | 6% |
| 2 | appec.asia Internet Source | 1% |
| 3 | repository.lppm.unila.ac.id Internet Source | 1% |
| 4 | Submitted to Sriwijaya University Student Paper | 1% |
| 5 | Staffnew.Uny.Ac.Id Internet Source | 1% |
| 6 | hdl.handle.net Internet Source | <1% |
| 7 | Zul Anwar, Basuki Wibawa, Nurdin Ibrahim. "DEVELOPMENT OF TEACHING MATERIALS FOR SASAK ALUS LANGUAGE AS CULTURAL PRESERVATION AND LEARNING RESOURCES", Humanities & Social Sciences Reviews, 2019 Publication | <1% |

8

ijstr.org
Internet Source

<1 %

9

David Hortigüela Alcalá, Javier Fernández Río, Gustavo González Calvo, Ángel Pérez Pueyo. "Comparing effects of a TPSR training program on prospective physical education teachers' social goals, discipline and autonomy strategies in Spain, Chile and Costa Rica", Physical Education and Sport Pedagogy, 2018
Publication

<1 %

10

journal.unj.ac.id
Internet Source

<1 %

11

Dewi Handayani, Endang Widi Winarni, Agus Sundaryono, M.Lutfi Firdaus, Muzanip Alperi Alperi. "Development of Organic Chemistry Teaching Materials on The Topic of Lipid Using Android STEM Based Approach", International Journal of Interactive Mobile Technologies (ijIM), 2022
Publication

<1 %

12

journals.humankinetics.com
Internet Source

<1 %

13

Submitted to Universitas Negeri Semarang
Student Paper

<1 %

14 W Widiastuti, D Susilawati, K Pradityana, S Solahuddin. "Cardiorespiratory training models based on waste utilization for elementary school students", Journal of Physics: Conference Series, 2019
Publication <1 %

15 web.archive.org
Internet Source <1 %

16 journal.ipm2kpe.or.id
Internet Source <1 %

17 Supriyadi ., Septa Katmawanti, Yunita Arviolika, Dea Aflah Samah. "Development of Educational Media For Type II Diabetes Mellitus Patients in the Work Area of Kedundung Health Center, Mojokerto City", KnE Life Sciences, 2021
Publication <1 %

18 Submitted to Universitas Negeri Surabaya The State University of Surabaya
Student Paper <1 %

19 Hairida, M Ulfa, L Hadi, V Setyaningrum, F Arifiyanti. "Collaborative Problem Solving (CPS) Based Collaboration Skills Rubric in Natural Science Learning", Journal of Physics: Conference Series, 2021
Publication <1 %

ejournal.uin-suka.ac.id

20

Internet Source

<1 %

21

ijmmu.com

Internet Source

<1 %

22

H Hernawan, Y Sukarya, S Solahuddin.
"Locomotor basic motion learning model
based on traditional game for basic school
students", Journal of Physics: Conference
Series, 2019

Publication

<1 %

23

Yayu Sri Rahayu, I. Made Astra, Iwan
Sugihartono. "Development of sound wave
and light wave e-book physics based on
scientific approach to improve science
process skills for secondary school students",
AIP Publishing, 2019

Publication

<1 %

24

repository.uin-malang.ac.id

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On