

# Physical Education Learning Model for Floor Gymnastics and Rhythmic Activities for Lower Grade Class Primary School Students with Teaching Personal Social Responsibility (TPSR)

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**Abstract.** The aim of the study is to develop a Physical Education Learning Model for Floor Gymnastics and Rhythmic Activities for Lower Grade Class Primary School Students with TPSR approach. This research used development methods. This study involved 1<sup>st</sup>-3<sup>rd</sup> grade students from 6 elementary schools. By using pre-test and post-test, 4 experts were also involved based on their expertise. The test results showed that level 0 had a non-fixed average chart. Level 1 and 2 also had a non-fixed average chart while level 3 had an average increase of 6.22%, and level 4 resulted in an average increase of 11.79%. Based on the feasibility test data, TPSR was able to stimulate students' character to be better shown at level 3 and 4 while level of 0-2 were still influenced by internal and external factors. It was proven that it still produced non-fixed percentage, but it is influential in changing student's attitudes.

**Keywords:** development, gymnastics, rhythmic activity, TPSR

## 1 Introduction

The sense of responsibility is basic understanding to understand human being, moral beings, and degree of morality. Discipline and responsible characters of learners will lead to the locus of control. This will lead to the success of positive self-adjustment in learning process, including the mastery of development tasks at each stage of its development<sup>1</sup>. Physical education, in terms of taste, occupies a truly unique position. Its activities which always involve children in small and large groups are the right vehicle for communicating and socializing. According to Samsudin<sup>2</sup>, basically the program on physical education has relatively similar interests which develop three main domains: psychomotor, affective, and cognitive.

One of the goals of learning physical education is to foster confidence and a positive assessment of one's abilities. This impression is very important for children to master learning task, arouse motivation in addition to other psychological effects that encourage a healthy

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<sup>1</sup> Rochmah, E. Y. *Mengembangkan Karakter Tanggung Jawab Pada Pembelajaran*. AL MURABBI. 3 (1). pp. 36-54 (2016)

<sup>2</sup> Samsudin. *Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan*. Jakarta: PT Fajar Iterpratama. pp. 21 (2008)

mental state in a person or prosper mentally or inwardly. In general, the objective of physical education can be classified into four categories: (1) Physical development; (2) Development of motion; (3) Mental development; and (4) Social development<sup>3</sup>.

One of the physical education learning models included in the category of social interaction models is the model of Hellison (1995)<sup>4</sup>, namely Teaching Personal and Social Responsibility Through Physical Activity (TPSR). Physical education learning in this model emphasizes the welfare of individuals in total. The approach is more student-oriented: self actualization and social reconstruction. Steinhart said it is as a humanistic model. The physical education learning model from Hellison is named at the level of affective development. The aim of Hellison's model is to improve personal development and student responsibility, self control, involvement, self direction and caring through various activities of motion learning experiences according to the applicable curriculum. Hellison has the point of view that change in feelings, attitudes, emotions, and responsibilities are very likely to occur through physical education, but it does not happen on its own. This change is very likely to occur when physical education is planned and exemplified well by reflecting the desired quality. This potential is reinforced by Hellison's belief that the students naturally wish to do something good and extrinsic rewards are "counter productive". The objectives of TPSR itself include respecting the rights and feelings of others, self-control/temperament, conflict resolution, self-motivation efforts, new assignments/current duty, self direction (working independently, setting goals and development, peer pressure resistance, helping the others and leadership, caring and compassion, sensitivity and responsiveness.

A previous study as a reference source for the researchers in developing learning models through TPSR approach includes the study conducted by Umegaki et al. (2017)<sup>5</sup> entitled "Study of the Transfer and Maintenance of the Effects of the TPSR Model in Junior High School Physical Education Classes". The TPSR model appears to promote the acquisition of social skills, to encourage the students imagine scenes's in their daily lives, which are similar to physical scenarios in education classes, where they are encouraged to behave responsibly. Then, Escartí et al. (2010)<sup>6</sup>, conducted a study on the Implementation of the Personal and Social Responsibility Model to Improve Self-Efficacy during Physical Education Classes for Primary School Children". TPSR is considered as an effective teaching instrument that helps teachers to compile classes and promote learning behavioral responsibility by students. Kusumawardani (2015)<sup>7</sup> carried out a study on the Effectiveness of the TPSR Learning Model on Mathematics Learning Achievements in terms of Learning Style. The results of the study showed that the mathematics learning achievement of the TPSR student group is better than the TPS and conventional students.

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<sup>3</sup> Suherman, A. *Evaluasi Pendidikan Jasmani*. Jakarta: Dirjen Pendidikan Dasar dan Menengah. pp. 22-23 (2001)

<sup>4</sup> Hellison, D. R. *Goals and strategies for teaching physical education*. Human Kinetics Publishers, Inc., Box 5076T, Champaign, IL 61820.H.J.S. Husdarta. 2009. *Manajemen Pendidikan Jasmani*. Bandung: Alfabeta (1985)

<sup>5</sup> Umegaki, A., Otomo, S., Minamishima, E., Ueta, K., Fukada, N., Yoshii T., and Miyao, N. Study of the Transfer and Maintenance of the Effects of the TPSR Model in Junior High School Physical Education Classes. *International Journal of Sport and Health Science*. 15, 23-3 (2017)

<sup>6</sup> Escartí, A., et al. Implementation of the Personal and Social Responsibility Model to Improve Self-Efficacy during Physical Education Classes for Primary School Children. *International Journal of Psychology and Psychological Therapy*. 10 (3). pp. 387-402 (2010)

<sup>7</sup> Kusumawardani, R. Efektivitas Model Pembelajaran TPSR Terhadap Prestasi Belajar Matematika Ditinjau dari Gaya Belajar. *Faktor Jurnal Ilmiah Kependidikan*. 2 (3). pp. 173-183 (2015)

Those previous studies show the success of the learning model with the TPSR approach through the physical education and mathematics lessons. Therefore, the researchers were interested in trying to carry out research using the material of floor gymnastic and rhythmic activity in the lower grade class of elementary schools. The aim of this study is to develop a Physical Education's Learning Model for Floor Gymnastics and Rhythmic Activities for Lower Grade Class Primary School Students with Teaching Personal Social Responsibility (TPSR) Approach in order to form of student's good characters.

## 2 Research Methodology

This research used development concept of Borg and Gall cited from Sugiyono (2016). The developmental research is a cycle that starts from the existence of a need and requires solving using a particular product. The steps of the development process include the information gathering, developing the product design, the validation tests, the product trials, the revisions, the extensive testing, and the mass products.

This study involved 1<sup>st</sup>-3<sup>rd</sup> grade students from 6 different schools( SD N Gunungpati 1 to be tested on small scale and SD N Sarirejo 1, SD N Jatingaleh 1, SD N 1 Ngijo, SD N 2 Ngijo, and SD N 2 Sumurrejo to be tested on large scale. By using system of pre-test and post-test, 4 experts were involved in accordance with their fields. In this study, we involved teachers of physical education, elementary school students, university students, and experts. The design of the developmental model is presented in the following figure.



Figure 1. Design of Developmental Mode

The data of this study consisted qualitative and quantitative data. The instrument of data collection was questionnaires. The results of trial data were analyzed descriptively by examining information and/or feedback that could be obtained from the subjects of the trial. The product development learning model is said to function well when it can be used in accordance with the design for the learning process of physical education with a level of success in accordance with the intended purpose (curriculum).

### 3 Results and Discussion

The results of this study is presented in the following figures.

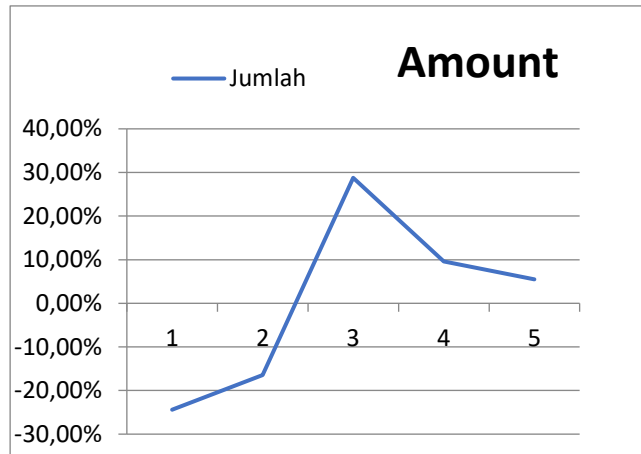


Figure 2. Frequency of Class I Floor Gymnastic TPSR (running ball relay)

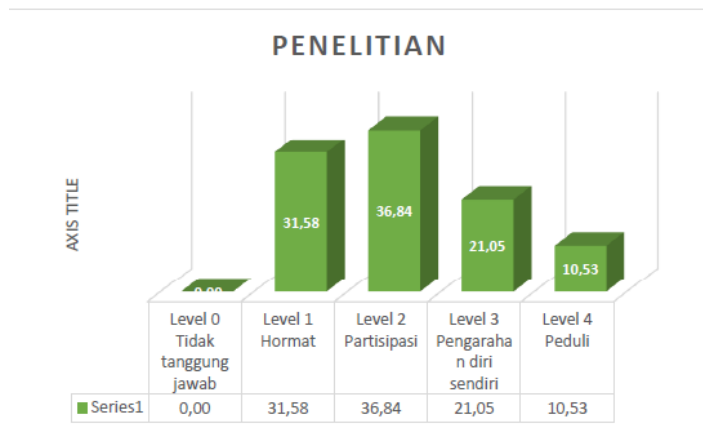
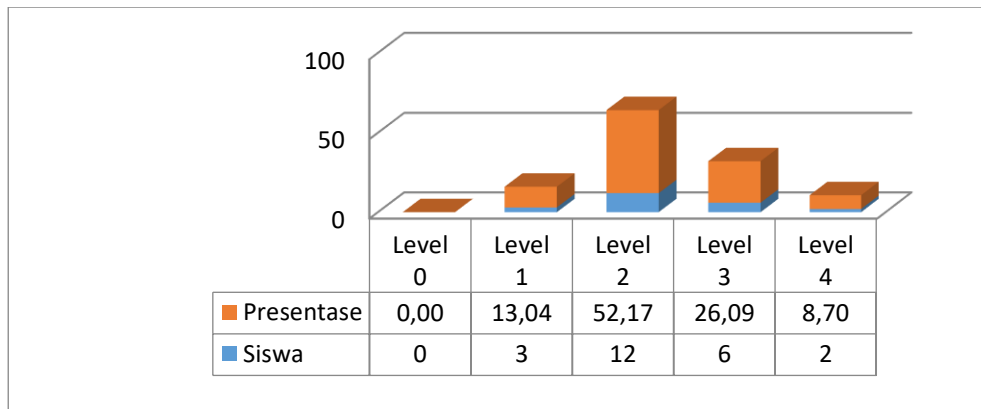
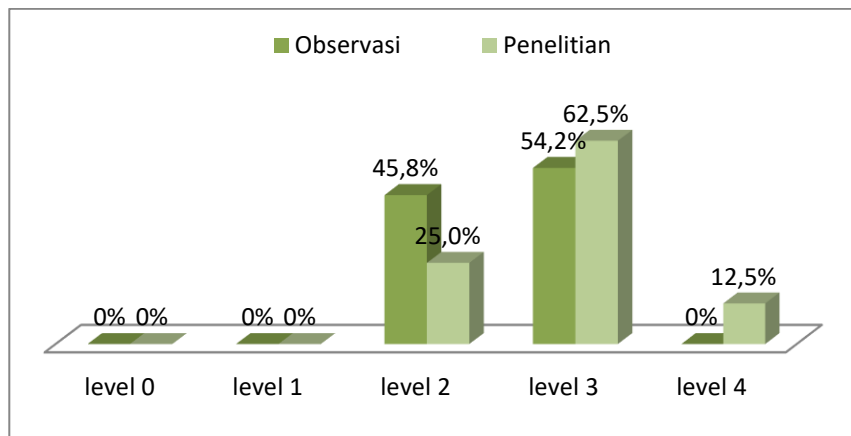


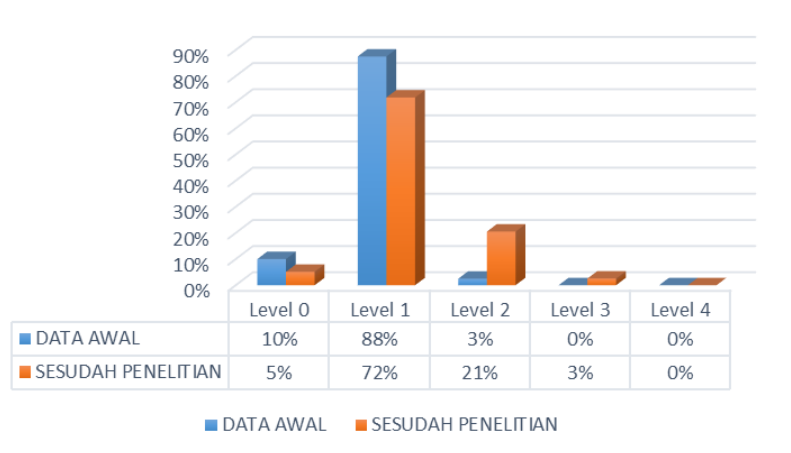
Figure 3. Frequency of Class II TPSR Gymnastics (hula hoop relay)



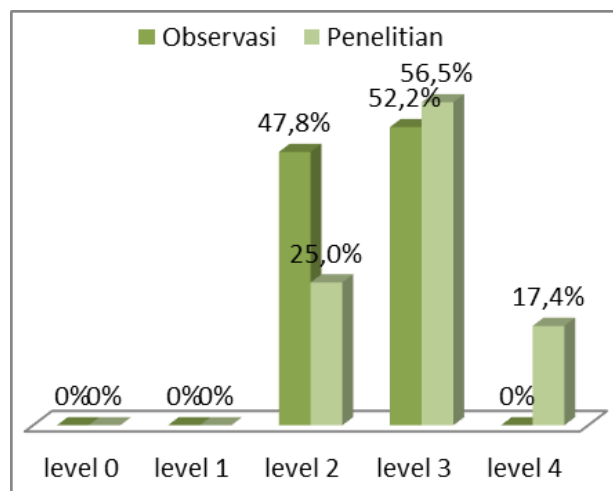
**Figure 4.** Frequency of Class III TPSR Gymnastics (colour ball relay)



**Figure 5.** Frequency of Class I TPSR Rhythmic Activity (spinning movement)



**Figure 6.** Frequency of Class II TPSR Activity Rhythmic Activity (hunt the animal)



**Figure 7.** Frequency of Class III TPSR Activity Rhythmic Activity (follow me)

The aim of physical education includes doing a strong character foundation through internalizing values in physical education, developing sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democracy through physical activity. In its implementation, TPSR also has levels of achievement by its students<sup>8</sup>. *Level 0* shows irresponsible, blaming others, not participating and denying responsibility for what they did or failed to do. *Level 1* shows respect – students may not participate or show improvement if they do, but they are able to control their own behavior quite well so as not to disturb others. *Level 2* shows participation – the students show respect for one another and actively and

<sup>8</sup> Hellison, D. R. Goals and strategies for teaching physical education. Human Kinetics Publishers, Inc., Box 5076T, Champaign, IL 61820.H.J.S. Husdarta. 2009. Manajemen Pendidikan Jasmani. Bandung: Alfabeta (1985)

enthusiastically participate and activities under the supervision of the teacher. *Level 3* shows self direction – students show respect and participation and work on developing skills without direct supervision. These students begin to identify their own needs and can begin implementing the physical education programs. *Level 4* shows care, in editions to meet all other levels – these students express their sense of responsibility outside themselves by working together, showing concern, and helping others.

Based on figure 2, level 0 and level 1 have decreased by 24.40% and 16.43% while padding level 2, level 3, and level 4 has increased by 28.77%, 9.59%, and 5.48%. This TPSR level goes from the lowest to the highest or level 0 to 4.

After going through revisions, the results of figure 3 show a striking difference at the time of the small trials and large trials due to games and regulations that have been adjusted to the age level of development. This is evidenced by a large scale test at the top level 2-3 with the highest number of 14 students in level 2 and in level 3 as many as 12 students then at level 4 there are already several students meaning that students have better levels of development.

Based on figure 4 in which Level 0 shows no responsibility, level 1 shows respect, level 2 shows participation, level 3 shows self-direction, and level 4 shows caring, the results of the total were 23 students. 3 students experienced decrease. 4 students remain at the same level, and 16 students experience increase. Some students experience decrease in level because these students are not familiar with the researchers. Thus, they seem to be less interested. The students who remain at the same level are those who are already at a fairly good level because they are at level 2. Meanwhile, the students who experience increase are 69.56 %.

Based on figure 5, *Level 0* shows the students who have no sense of responsibility and cannot control themselves. There are no students at this level from before the trial until the trial is done. *Level 1* shows the students tend to be passive, but they still respect others. There are no students at this level from before the trial until the trial is done. *Level 2* shows the students are more content in the learning process. At this level there is a percentage reduction in the initial data as much as 45.8% then after a small-scale trial the percentage changes to 25%. *Level 3* shows the students have been able to direct themselves even though self-direction is not done continuously. In the preliminary data the percentage at this level was 54.2%, which then increased after a small scale trial was conducted to 62.5% *Level 4* shows the students already have a sense of caring for other people or circumstances around it even though it is only done several times. In the initial data the percentage of this level is 0%, which then increases after testing using the spinning motion game model to 12.5%.

In figure 6, *Level 0* shows the students have no sense of responsibility and cannot control themselves. At this level the initial data shows a percentage of 10% then after testing the percentage changes to 5%. *Level 1* shows the students tend to be passive, but they still respect others. At this level the initial data shows a percentage of 88%, then after testing the percentage drops to 72%. *Level 2* shows the students are more content in the learning process. At this level there is an increase in the percentage in the initial data as much as 3% then after testing the percentage changes to 21%. *Level 3* the students have been able to direct themselves, even though doing self-direction is not done continuously. In the preliminary data the percentage at this level is 0%, then increases after a small scale trial is made to 3%. *Level 4* shows the students already have a sense of caring for other people or circumstances around it even though it is only done several times. In the preliminary data the percentage at this level is 0%, then after testing it is still 0%.

In figure 7, Level 0 shows the students have no sense of responsibility and cannot control themselves. There are no students at this level from before the trial until the trial is done. Level 1 shows the students tend to be passive, but they still respect others. There are no

students at this level from before the trial until the trial is done. Level 2 shows the students are more content in the learning process. There is a reduction in the percentage in the initial data as much as 47.8% then after a small scale trial the percentage changes to 25%. Level 3 shows the students have been able to direct themselves, even though doing self-direction is not done continuously. In the preliminary data the percentage at this level was 52.5%, then increased after a small scale trial was conducted to 56.5%. Level 4 shows the students already have a sense of caring for other people or circumstances around it even though it is only done several times. In the initial data the percentage of this level is 0%, then increases after testing using the spinning motion game model to 17.4%.

#### **4 Conclusions**

Based on the recapitulation of the research results, it is obtained that TPSR approach applied in floor gymnastic material and rhythmic activity in lower grade elementary schools is able to stimulate students' characters to be better. It is showed by the change in level 3 which resulted in an average increase of 6.22% and level 4 with an average increase of 11.79%. The tendency of students at the top level showed changes in behavior over the role/ direction/ instruction from the teacher. Their independent attitude is displayed as the completion of the tasks given by the teacher without any supervision, which they then apply in daily life. Therefore, it can be said that learning through TPSR approach is very influential to change the character of students by means of role playing where the teacher becomes the main director.



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