

Developing Personal and Social Responsibility: A Survey of Post-Pandemic Offline Physical Education Learning at SMP Negeri 2 Megamendung

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Developing Personal and Social Responsibility: A Survey of Post-Pandemic Offline Physical Education Learning at SMP Negeri 2 Megamendung

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Abstract

The Covid-19 pandemic that hit Indonesia had a significant impact on the education sector, so schools were forced to carry out distance learning (online). In the implementation of face-to-face learning (offline), there are still many students who show a low level of responsibility, especially in participating in the PJOK learning process. This study aims to determine the level of student responsibility in post-Covid-19 pandemic offline PJOK learning at SMP Negeri 2 Megamendung, which uses the Teaching Personal And Social Responsibility (TPSR) model. This research uses quantitative descriptive method. The study population amounted to 348 students in class VIII, with a research sample of 160 students selected using random sampling technique. The research instrument used was the responsibility observation format. The results showed that most of the VIII grade students at SMP Negeri 2 Megamendung had a high level of responsibility in learning PJOK. Students with high responsibility amounted to 65 students (40.6%), students with moderate responsibility amounted to 30 students (18.7%), and students with low responsibility amounted to 64 students (40%). From these results, it can be concluded that most students show high responsibility in learning PJOK at the school.

Keywords: Personal, Social Responsibility, Covid-19

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A. Introduction

The Covid-19 pandemic that has hit the whole world, including Indonesia, has caused significant changes in various aspects of life, including economic, educational, social, and other fields (Nugraheni, 2021). In response to the pandemic, the Indonesian government implemented the Large-Scale Social Restrictions (PSBB) policy, which prohibits people from doing activities outside the home or gathering, except for essential purposes such as shopping at hospitals, minimarkets, or markets (Susilo et al., 2020).

During the PSBB period, all activities are carried out from home, including education, which forces schools and colleges to implement distance learning (*online*) (Waluyati et al., 2020). This online learning method is considered efficient for subjects that do not involve physical activity or field practice (Herlina & Suherman, 2020). However, it is different with Physical Education, Sports and Health (PJOK) subjects, which prioritize students' psychomotor movements (Firman & Rahayu, 2020).

After the Covid-19 pandemic began to subside in 2022, the government began to implement various new policies, including in the field of education, and carried out mass vaccinations, including for students.

After that, the government allowed schools to resume face-to-face (*offline*) learning, as long as they adhere to the established health protocols. Currently, face-to-face teaching and learning activities have been carried out in most schools, both at the SD/MI, SMP/MTS, and SMA/MA levels, although there are still strict rules related to health protocols.

Based on observations made on students from class VIII A to class VIII H at SMP Negeri 2 Megamendung during the Covid-19 pandemic which has subsided, the researcher found that there is still a low sense of responsibility in PJOK learning. Responsibility is the awareness possessed by each individual in carrying out activities that are their duties and obligations as well as possible. Student responsibility can be measured from time discipline, task execution, ability to cooperate with friends, compliance with teacher instructions, and positive responses during the learning process.

However, not all students have a good level of responsibility. Hellison in (Septiadi & Saputri, 2020) designed five levels of responsibility in the *Teaching Personal and Social Responsibility* (TPSR) learning model, namely: *Level 0 - Irresponsibility, Level 1 - Respect, Level 2 - Participation, Level 3 - Self Direction, and Level 4 -*

Caring. Based on observations, there are still students who often chat, mock friends, do not follow instructions correctly, and do not pay attention to the teacher's explanation.

One of the factors causing low student responsibility in learning PJOK may be due to online learning habits that do not support the formation of a good sense of responsibility. The attitude of responsibility is very important, because the problem of students' personal and social responsibility is still an obstacle in learning PJOK, thus making the learning process less effective. Teachers need to implement effective learning strategies and use the right model to overcome this problem.

Teaching Personal And Social Responsibility (TPSR)

The *Teaching Personal and Social Responsibility (TPSR) model* was discovered by Hellison in 1970. This model was developed to increase social and individual responsibility in children, both in sports activities and community life (Setiawan et al., 2021). TPSR is a learning model with a social reconstruction approach that aims to shape personal and social responsibility. There are two main values involved in this model, namely personal responsibility (effort and self-direction) and social responsibility (respect

for rights, feelings of others, and care for others) (Carreres-Ponsoda et al., 2021).

TPSR is emerging as a learning approach that has the potential to address many educational challenges. This model integrates physical learning with students' personal and social character development through sports activities (Mouloud, 2019). The TPSR model is also claimed to be able to improve or change overall affective aspects, such as attitudes of responsibility, *self-efficacy*, morale, and character (Baptista et al., 2020).

The TPSR model aims to help students learn about personal and social responsibility by providing greater opportunities for them to make decisions in teaching and learning activities (Hartono et al., 2019). Responsibility is a person's skill to carry out obligations that arise from encouragement within himself (Bandhu et al., 2024). According to (Patah et al., 2020), the TPSR model is effective in changing student responsibility, and is able to develop social skills and social status.

According to (Elmeiri et al., 2022), the TPSR model has a specific goal, namely an emphasis on personal development and student responsibility. This approach is more oriented towards *student-centered learning*, which emphasizes *self-actualization* and *social reconstruction*. This personal development and

responsibility starts from the stages of *irresponsibility, self-control, involvement, self-direction*, and *caring* through various motion learning experiences in accordance with the applicable curriculum.

According to (Setiawan et al., 2021), the five levels in TPSR have specific objectives. At Level 1, students learn about empathy, self-control, and the ability to resolve conflicts peacefully. Level 2 aims to develop internal motivation and interest in completing tasks well. Level 3 encourages students to manage their time, plan their learning, and set short and long term goals. Level 4 teaches students to help friends and be more sensitive and responsive. At Level 5, students are invited to apply their learning in different contexts.

Responsibility, according to (Syifa et al., 2022), is a person's attitude in carrying out their duties and obligations towards themselves, society, the environment, the country, and God. According to (Hidayati, 2023), responsibility is divided into several types: 1) Responsibility towards God, 2) Responsibility towards oneself, 3) Responsibility towards family and society, 4) Responsibility towards nature Lickona in (Melati et al., 2021) explains that responsibility is an individual action carried out based on obligation or impulse, with high caring and honesty....

Pasani, (2018) explains the criteria for responsible people: (1) Checking tasks that

need to be completed immediately, (2) Completing work without orders, (3) Knowing and accepting the consequences of actions, (4) Considering before acting, (5) Doing tasks with the best results, and (6) Trying your best. Meanwhile, according to (Sudiarsana, 2020), the characteristics of responsible students are: (1) Performing tasks without having to be told, (2) Being able to explain what he did, (3) Not blaming others excessively, (4) Being able to choose alternatives, (5) Doing tasks happily, (6) Making different decisions from the group, (7) Respecting the rules, (8) Concentrating, and (9) Admitting mistakes without contrived reasons.

Covid – 19

Since the end of 2019, various countries in the world, including Indonesia, have been hit by the coronavirus or known as Covid-19, which is a new type of virus. According to the *World Health Organization* (WHO), there were 44 patients with severe pneumonia in Wuhan City, Hubei Province, China, precisely on the last day of 2019.

Covid-19 transmission occurs very quickly, especially in people who are often active in crowded places. Special attention should be given to people who are elderly, those with weak immune systems, and pregnant women (Rizkiyanto et al., 2021).

Indonesia itself implements a Large-Scale Social Restrictions (PSBB) policy that is enforced in various regions. This policy resulted in major changes in various sectors, such as the economy, health, and education. Handling this complex virus makes the government implement a fairly strict policy to stop the spread of Covid-19. The government also has the responsibility to provide attention and guarantees in accordance with the constitutional mandate (Rizkiyanto et al., 2021).

Physical Education Sports and Health

Physical Education, Sports, and Health (PJOK) is a field of science taught in schools starting from elementary school to high school level, which is an integral part of the curriculum as a guide in the learning process. According to (Juliantine & Ramdhani, 2018), in many curricula, physical education is seen as a logical place to promote positive and trusting relationships, coping skills, impulse control, and peaceful conflict resolution.

(Fatma et al., 2022) defines physical education as an integral part of the overall educational process. Physical education is an effort that aims to develop physically, mentally, emotionally, and socially healthy individuals through physical activities that are selected in accordance with educational objectives. Physical education is an educational process that involves physical

activity as a means to achieve educational goals.

According to (Nuraini et al., 2024), physical education, sports, and health are subjects that contain Pancasila values to shape students' personalities. Physical Education is not only limited to learning movement, but also the application of values in everyday life. The values of Pancasila are not only to be memorized, but to be practiced in real action.

Meanwhile, according to (Elmeiri et al., 2022) explains that physical education is an educational process that uses systematically planned physical activities with the aim of improving individuals from an organic, neuromuscular, perceptual, cognitive, and emotional perspective. Based on the background described, it is necessary to conduct research related to Developing Personal and Social Responsibility: A Survey of Post-Pandemic Offline Physical Education Learning at SMP Negeri 2 Megamendung.

B. Methods

The approach in this research is an ex post facto experiment. This research uses a quantitative descriptive method to analyze and describe the data that has been collected. The research design used was *posttest only*, where only the final test was conducted without a pre-test. Researchers used observation sheets to collect data on student responsibility in offline PJOK learning in the post-pandemic era.

The instrument used is an observation sheet, which contains statements related to student responsibility in learning PJOK. The observation sheet was used as a guide to assess student behavior based on Hellison's responsibility criteria (Balderson, 2013 in Septiadi & Saputri, 2020), which is divided into 5 levels:

1. Level 0 Students are motivated but show disruptive behavior, such as talking while the teacher is teaching and mocking friends.
2. Level 1 Students are able to control themselves but do not participate in learning.
3. Level 2 Students participate effectively from the beginning to the end of the lesson.
4. Level 3 Students are responsible for themselves, do not give up easily, and are

able to cooperate with friends.

5. Level 4 Students help teachers and friends, and actively offer help and cooperation.

The observation instrument was used to assess the responsibility of students in class VII B at SMPN 2 Megamendung in learning PJOK after Covid-19, with each student categorized based on the level of responsibility.

In this study, the data analysis technique used is descriptive quantitative which aims to determine how good the level of student responsibility in post-pandemic PJOK learning in class VIII A to class VIII H at SMPN 2 Megamendung. The data obtained will be presented using the percentage formula, then the results are described and concluded using the percentage formula below:

$$P = \frac{f}{n} \times 100\%$$

C. Result and Discussio

Result

The survey results regarding student responsibility in learning PJOK using quantitative descriptive methods. The collected data were analyzed to describe the level of responsibility of students in class VIII of SMPN 2 Megamendung in offline PJOK learning after the Covid-19 pandemic.

In class VIII A, the survey results show that 55% of students have good responsibility during PJOK learning. This can be seen from students who follow the teacher's instructions, actively participate, do not chat, and help friends who are having difficulty during practice.

Table 1. Observation Results of Student Responsibility Class VIII A

| Responsibility Level | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 4 Students | 2 Students | 3 Students | 6 Students | 5 Students |

The results of the survey of student responsibility in class VIII B show that 40% of students have poor responsibility in learning PJOK. This can be seen from some students who still chat when the teacher

explains the material, do not wear sportswear, rarely follow the teacher's instructions, and mock friends who make mistakes. The following is the observation data obtained :

Table 2: Observation Results of Responsibility of Students in Class VIII B

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 3 Students | 5 Students | 4 Students | 4 Students | 4 Students |

The results of the student responsibility survey in class VIII C showed that 50% of students did not fully have a sense of responsibility. However, there are some students who have shown an attitude of

responsibility, such as not disturbing friends during learning, joining other friends, helping the teacher prepare tools, and cooperating with fellow students. The following is the observation data obtained:

Table 3. Observation Results of Responsibility of Students in Class VIII C

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 5 students | 3 Students | 2 Students | 5 Students | 5 Students |

The results of a survey of student responsibility in class VIII D show that only 15% of students have an attitude of responsibility. Most students still do not have responsibility during PJOK learning, which can be seen from the number of

students who chat when the teacher explains the material, do not complete the assigned tasks, mock friends when they make mistakes, and rarely complete assignments. The following is the data obtained from observation:

Table 4. Observation Results of Student Responsibility Class VIII D

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 4 Students | 6 Students | 7 Students | 2 Students | 1 Students |

The results of the survey of student responsibility in class VIII E show that 40% of students still have low responsibility during PJOK learning. This can be seen from some students who chat when the

teacher explains the material, do not wear sportswear, rarely follow the teacher's instructions, and mock friends who make mistakes. The following is the data obtained during observation:

Table 5. Observation Results of Student Responsibility Class VIII E

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 2 Students | 6 Students | 4 Students | 4 Students | 4 Students |

The results of the student responsibility survey in class VIII F show that 45% of students already have a good attitude of responsibility or have shown a caring attitude during PJOK learning. However, there are still some students who do not have an attitude of responsibility. This can

be seen from the number of students who do not chat with friends, follow the teacher's instructions well, participate in learning, and are willing to teach friends who have difficulty in doing movements during practice. The following is the data obtained from observation:

Table 6. Observation Results of Student Responsibility Class VIII F

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 3 Students | 5 Students | 2 Students | 3 Students | 7 Students |

The results of the student responsibility survey in class VIII G showed that 45% of students did not fully have a sense of responsibility. However, some students have shown an attitude of responsibility, such as actively offering to lead the warm-

up, encouraging friends, not interrupting during learning, joining other friends, helping the teacher prepare tools, and cooperating with fellow students. The following is the data obtained from observation:

Table 7. Observation Results of Student Responsibility Class VIII G

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 3 Students | 6 Students | 2 Students | 4 Students | 5 Students |

The results of the student responsibility survey in class VIII H show that 35% of students still have less responsibility during PJOK learning. This can be seen from some students who still chat when the teacher explains the material, do not wear

sportswear, rarely follow the teacher's instructions, rarely complete the assigned tasks, and mock friends who make mistakes. The following is the data obtained from observation:

Table 8. Observation Results of Student Responsibility in Class VIII H

| Responsibility Level | Level O | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------|------------|------------|------------|------------|
| Number of Students | 2 Students | 5 Students | 6 Students | 3 Students | 4 Students |

Discussion

From the results of research on the level of responsibility of class VIII students at SMP Negeri 2 Megamendung, most

students show a high attitude of responsibility. Based on observations that have been made and categorized according to the level of responsibility, the results

show that 1 student (0.6%) has very high responsibility, and 1 student (0.6%) has low responsibility. Of the total 160 students in the research sample, 65 students (40.6%) had a high attitude of responsibility, 30 students (18.7%) had moderate responsibility, and 64 students (40%) had low responsibility. There are no students who are classified as having very low responsibility. These results indicate that the majority of SMP Negeri 2 Megamendung students have high responsibility.

This means that most grade VIII students are able to carry out their duties and obligations well despite facing challenges or consequences. According to (Fitriani et al., 2021), good responsibility includes 12 aspects, such as courage to bear consequences, self-control, goal setting and planning, independence, positive attitude, implementation of obligations, achievement of good results, proactive attitude, perseverance, reflection, exemplary, and moral autonomy.

Grade VIII students who have high responsibility, in daily life at school, show a responsible attitude and are able to accept consequences from teachers or friends when making mistakes or not completing assignments. They are also able to control themselves and choose the right actions. In

addition, they can set goals and make plans for the future.

In social interactions at school, students with high responsibility are positive, generous and able to have a good influence on their friends. In doing assignments, they show perseverance, enthusiasm and independence. Most students also obey the rules that apply at school.

According to (Nuraini et al., 2024), there are five principles of responsibility, namely: responsibility for behavior, learning, treating others with respect, and support for the classroom and school environment. Based on the results obtained, most students have shown these principles. They are also able to share with friends who are less responsible, dare to face the risk of failure, creative, independent, and sensitive to the problems faced, so they have the drive to solve them.

However, although some students have the ability to be responsible, sometimes they do not have the will to apply it, which leads to a lack of responsible attitude. A total of 64 students are still classified as having low responsibility, which may be influenced by environmental factors, such as family, school and society.

Family factors play an important role, especially the teachings instilled by parents. However, the overprotective attitude of parents (Leko, 2013 in Mitayeni, 2019) can

hinder the development of children's responsibility. At school, teachers serve as models for students, for example by arriving on time and modeling good behavior. However, family influences can still be strong, even if the teacher has set a good example.

Community factors also influence the formation of student responsibility, especially through social sanctions. However, if these sanctions are given in an inappropriate way, they can lead to negative impacts, such as resentment or confusion in distinguishing between right and wrong.

To improve students' responsibility attitude, personal guidance can be conducted. Therefore, the researcher proposes personal guidance topics to maintain a very high attitude of responsibility and improve responsibility for students with high, medium, and low levels of responsibility.

D. Conclusion

From the results of research on the level of responsibility of class VIII students at SMP Negeri 2 Megamendung, most students show a high attitude of responsibility during learning. Students with high responsibility can be seen from their readiness in learning, self-confidence, ability to organize, implement, and achieve results as expected. Students who have high responsibility do not only focus on themselves, but also care about classmates, for example by helping friends who have difficulty understanding the material and providing

encouragement. The weakness of this study is that there was no special treatment to strengthen students' responsibility during the study. The researcher hopes that future research can focus on improving students' attitude of responsibility during the learning process through more effective special treatment.

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F. Conflict of Interest

No conflict of interest.

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PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
