

Improve Student Behavior Respect through Learner Model TPSR Judging from Assertiveness

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Abstract—This study was aimed to describe the effectiveness of Teaching Personal Social and Responsibility (TPSR) and Direct Instruction (DI) learning model to increase the student respect behavior seen from assertive. The research used experimental method in which the experiment group and the control group was selected randomly. This research used experimental methods with 2 X 2 factorial design. Cluster sampling was used to choose the sample. The sample was divided into experimental and control group. Both were given pretest and posttest. In this respect, the experimental group with TPSR learning model. The data collection was performed using respect and assertive questionnaires. The study involved 32 students, 16 students for experimental group and 16 students for control group, each of which was divided into 8 high assertive person and 8 low assertive person. This research indicated that TPSR learning model increases the students respect and behavior.

Keywords—*respect; teaching personal social and responsibility; direct instruction; assertive*

I. INTRODUCTION

Education includes the interrelated roles of both teachers and students. They are two inseparable things in education. The relationship between the two every now and then work in harmony, it is uncommon to be contradictory [1]. The essence of respect is to show how individual seriously and solemnly approaches on others and self-respect themselves into one of the values that represent morality [2-6].

The learning method is a series of ways or strategies designed to create the conditions so that learning takes place as expected. Students can increase their activity in the learning process and produce better learning outcomes [7,8]. Learning is effective when teaching learning process that can improve student learning activity and produces optimal learning results is properly applied. Learning effectiveness can be measured by the ability of students to apply the acquired knowledge [9,10]. Assertive behavior is the expression of feelings, interests, thoughts, needs, opinions done wisely, fairly, and takes into account the recognition of equality and the rights of others [11].

TPSR aims to enhance responsible attitudes that are built slowly through direct experience in physical activities starting from personal to social responsibility [12-16]. The general description of the attitude of responsibility found in the TPSR

learning model is sorted as follows: level 0 means irresponsible, level 1 means Respect, level 2 means Participation, level 3 means Independence, level 4 means Concern, level 5 means Learning Outside [17].

Another approach based on the principles of behavior is Direct Instruction (DI). DI is a group of effective teaching methods, especially for students with low performance, noisy, and experiencing academic failure [18]. DI refers to instructional tactics that focus on the systematic and explicit instruction. The basic elements of DI include (a) a well-organized lesson scripts, (b) the ability to group students, (c) the repetition of content, (d) the use of time, (e) the use of instruction, (f) response to the instruction, (g) the fast learning phase (fast pacing), and (h) acquisition of the previous content before switching to more difficult content [19]. Based on previous research, the implementation of TPSR in sport is effective to increase the students' responsibility to engage directly with the learning experience [20]. On the other hand, the use of DI method can improve the responsibility of children aged 12-14 years old [21]. However, from existing research, that there is no available research comparing TPSR and DI in increasing respect in terms of assertive.

This study is intended to answer some questions, namely: 1) Is there a difference in behavior between the students respect using TPSR and direct learning instruction?; 2) Is there an interaction between learning models and assertive towards respect?; 3) Overall, does TPSR learning model provide a better effect than DI group of high assertive in measuring respect?; 4) In the group of low assertive, does DI gives a better effect than TPSR?

II. METHOD

A. Participants

The sample consisted of 32 people chosen by using cluster sampling technique by which the sample was grouped by ordinal pairing.

B. Procedures

The method used in this research is 2 x 2 factorial design [22]. This study starts from April 2, 2018 until May 18, 2018.

There were 12 meetings held twice a week with a 90minute allotment.

C. Instrument

The instruments used were a respect and assertive test [23]. The data were processed by using Two-Way ANOVA test.

III. RESULTS AND DISCUSSION

A. Differences in mean and gain score of between Students Respect TPSR and DI

The first hypothesis is that TPSR is better to develop respect. This is proved by the results presented in the following figure which shows that the means and standard deviation of the gain on the TPSR Group were 41.62 and 23.66 respectively and for Direct Instruction, the means and standard deviation were 35.06 and 12.29 in that order. From the average value, it can be concluded that TPSR model is more influential than direct instruction learning model to the development of students' respect in physical education.

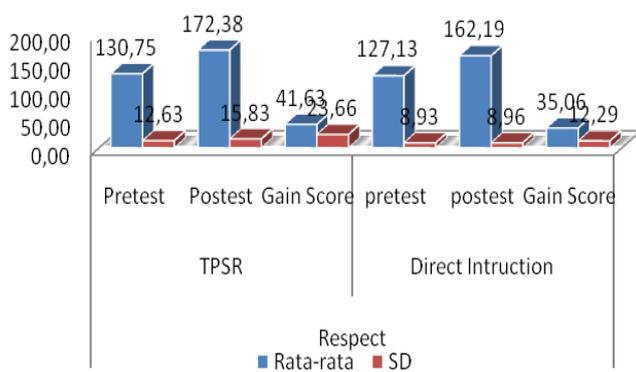


Fig. 1. Differences in mean and gain score of between Students Respect from TPSR and DI.

B. Differences between Model Interaction and Assertive Learning to Respect

Based on the results of two-way ANOVA calculation, the data indicated that there is an interaction between assertive learning models to students' respect. This implies that both learning models develop very differently. But overall, it was clear that there is an interaction between the learning models in question and assertive towards the students' respect in the physical education learning process. This is evidenced by the results of this study in which the values of Sig 4.3 (two-tailed) is 0000. Since the Sig (2-tailed) $0.000 < \alpha 0.05$, then H_0 is rejected. This means that there is an interaction between learning models and assertive to students' respect.

C. Differences in means and gain score of High Assertive Behavior Using Character Education Against TPSR Respect

Based on the calculation and analysis, the research concluded that there are significant high assertive behavior using direct learning model of instruction. Then based on the

value of means gain score, TPSR model group outscored the direct instruction teaching model 62.13 is higher than 34.13. This means TPSR models outperformed the DI instruction model.

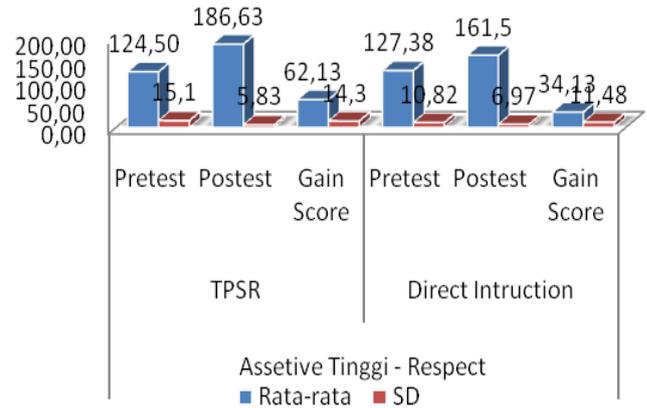


Fig. 2. High assertive behavior using character education against TPSR respect.

D. Differences in mean and gain score of low assertive behavior using the Direct Instruction learning the character of respect.

The difference is very clear and the contrast between the TPSR and direct instruction models. It lies in the learning process and the end results obtained from both model. The data analysis shows there are significant differences in students' respect through the application of TPSR and direct instruction. However, based on the comparison between the two models of learning, TPSR scored 21.13 and direct instruction scored 32.87. This means DI model is better than the TPSR model.

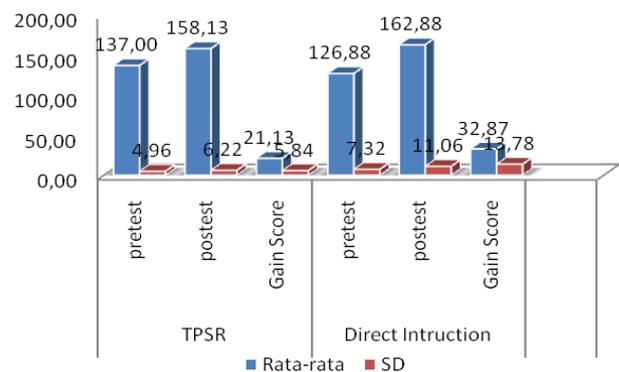


Fig. 3. Low assertive behavior using character education against DI respect.

IV. CONCLUSION

The increase in students' respect in terms of assertive shows the TPSR and Direct Instruction has a significant influence on the on the students respect. Using both of these learning models in terms of assertive, there is an interaction in improving students' respect behavior. At high assertive, it is revealed that the respect is improved by using TPSR model

whereas at low assertive, the respect is more improved by the Direct Instruction learning model.

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