Understanding and Implementation of Physical Education Teachers in Depok District in Realizing The Role of Social Responsibility

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Abstract. This study explores the extent to which social responsibility, which should be one of the tasks of the Physical Education learning process, is understood and implemented by teachers. This departs from various questions related to the concept of education, one of which carries the task of realizing its social responsibility, namely preparing students for various challenges of their life in society. The method used in this research is a case study approach. This means that the search for data is carried out in a relatively narrow but in-depth area. The setting of this research is elementary to senior high schools in the Depok sub-district, Sleman. The participants in this study are Physical Education teachers who teach within the scope of the Depok sub-district and purposively determined based on strong consideration in providing information. The expected results of the research are in the form of a description of the teacher's understanding of the social responsibility of PJOK subjects and how they realize it in the learning process. The picture obtained will become a foundation or feedback for efforts to improve physical education related to the role of social responsibility in schools.

Keywords: Teacher, physical education, social responsibility.

1 Introduction

The role of physical education teachers extends far beyond teaching students how to stay physically fit and active. In the Depok District, as in many other regions, these educators play a vital role in shaping the character and values of students. One essential aspect of this role is fostering social responsibility among students. This article explores physical education teachers' understanding and implementation of social responsibility in Depok District, shedding light on their crucial role in molding responsible citizens.

Social responsibility encompasses the ethical and moral obligations individuals have toward society. It goes beyond personal interests and involves actions that benefit the broader community. In education, instilling social responsibility in students is pivotal for creating well-rounded individuals who contribute positively to society.

Physical education teachers in Depok District hold a unique position in shaping the social responsibility of students. While their primary focus is physical fitness, they also have the power to instill values such as teamwork, empathy, and community engagement. By integrating social responsibility into their teaching methods, these educators can create a generation of socially responsible citizens. Understanding and implementing social responsibility within the realm of physical education comes with its own set of challenges. Teachers may find it challenging to balance physical training with character development. Additionally, traditional assessment methods in physical education often prioritize physical skills over social and moral growth.

However, there are numerous opportunities to overcome these challenges. By designing well-rounded curricula, collaborating with local communities, and emphasizing the importance of social values, physical education teachers can effectively nurture social responsibility in their students. The problem of social responsibility among Indonesian students refers to students' need for more awareness, understanding, and active engagement in social issues and community development. Many Indonesian students prioritize academic achievement over social responsibilities, resulting in a disconnect between their education and their role as responsible citizens. According to some experts, the character crisis that occurs in our students is caused by several things, including:

a. Academic Pressure: Indonesian students face significant academic pressure, which can overshadow their involvement in social issues. The emphasis on exam results and competition for higher education often leaves little time for extracurricular activities or community engagement [1].

b. Limited Civic Education: The Indonesian education system has historically placed less emphasis on civic education and social responsibility. This leads to a lack of awareness and understanding among students about their role in society [2].

c. Technology and Social Isolation: The increasing use of technology and social media can isolate students from physical community engagement. Virtual interactions may replace face-to-face involvement in social issues and community projects [3].

d. Lack of Role Models: A shortage of visible role models who actively engage in social responsibility initiatives can deter students from following suit [4].

e. Community Disparities: Economic and social disparities in various regions of Indonesia can hinder students' access to resources and opportunities for social responsibility [5].

Overcoming the problem of social responsibility, which has become a real crisis for our students, requires various forms of effort, which can be challenging. However, all kinds of systems that are tried to be created within the scope of education will, of course, depend first on the teacher's readiness. Remember, no matter how an education system is built, it will only be meaningful with skilled executors, namely teachers. This research explores the extent to which physical education teachers understand their professional responsibilities in building the character of social responsibility in their students. Next, we will reflect on the teacher's understanding of the physical education learning process.

2   Method

2.1   Study Design

The approach used in this study is approach qualitative. Qualitative research aims to understand the phenomena experienced by research subjects, for example, behavior, perception, motivation, and action. Holistically and utilizing description in the form of words and language in a unique natural context and utilizing various natural methods. The research location is in schools, both elementary schools and schools' middle school and high school. Several schools in each district will be taken as the setting for the research process. Although this research will not consider the number of school objects to provide a representative aspect to prioritize aspects of generalization, some efforts will be made to the school taken as the research setting represents the existing characteristics accordingly with existing socio-geographic conditions. The time the research will be carried out ranges from March to August 2023.

2.2   Data Collection

As befits qualitative research in general, the instrument in this research is the researcher himself/human instrument. The data collection process was carried out using in-depth interview techniques. Participants in this research were physical education teachers who taught in elementary schools, middle schools, and high schools in the Depok sub-district area.

2.3   Statistical Analysis

The data analysis technique used in this research uses the Miles and Huberman model. Activities in qualitative data analysis are carried out interactively and continue continuously until completion so that the data is saturated. Activities in data analysis are data reduction, data display (data presentation), and conclusion drawing/verification (concluding and verifying). The steps regarding data analysis techniques were:

Data Reduction

The data obtained from the field is quite large, so it needs to be recorded carefully and in detail. In this case, the longer the researcher is in the field, the greater the amount of data the more complex and complicated it will be; therefore, it is necessary to analyze the data through data reduction immediately. Reducing data means summarizing, selecting the main things, focusing on the essential things, and looking for themes and patterns. In this way, the reduced data will provide a clearer picture and make it easier for researchers to collect further data and search for it if necessary.

Data Display

After the data has been reduced, the next step is to display the data. Presentation of data can be done in the form of short descriptions, charts, relationships between cate-

gories, flowcharts, and the like. Data presentation is often carried out in qualitative research using narrative techniques. Apart from using narrative techniques, data can be displayed in graphs, matrices, networks, and charts. Presenting the data will make it easier to understand what happened and plan further work based on what has been understood.

Conclusion Drawing/Verification

The initial conclusions expressed are still temporary and may change if strong supporting evidence is not found at the following data collection stage. However, suppose the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data. In that case, the conclusions put forward are credible. Conclusions in qualitative research are new findings that have yet to exist previously. Findings can be in the form of a description or picture of an object that was previously still dim or dark so that after research, it becomes clear and can be in the form of a causal or interactive relationship, hypothesis, or theory.

3   Result

The research data shows that most participants (teachers) still feel that there is excellent doubt regarding the implementation of their duties as teachers in guiding students to achieve social responsibility abilities in students. The average teacher needs a complete understanding of this. Educational achievement targets, one of which is character formation, are understood by teachers. However, the understanding stage has yet to be continued to the next stage, namely in the realm of in-depth understanding, followed by awareness to realize it. "We understand what social responsibility means, but we have never received detailed training on how to implement it in learning, so we do as much as we can," said one participant.

Furthermore, teachers also clearly understand what is happening to the current generation in society. Individualist attitudes began to appear in the pattern of life in society. Technology may be one of the triggers that causes individuality to emerge. Nowadays, people no longer need to meet in person to get things done but use telecommunications tools to communicate. "So it seems as if we no longer need other people in our daily lives," said one participant. Apart from that, it is said that the average number of students who go to school in the Depok sub-district currently live in housing. Unlike people who live in villages with strong social relationships, people who live in housing tend to focus on their own lives. According to the teachers, this also influences the patterns of social responsibility that emerge in students to be less well-developed.

4   Discussions

The term character in various educational discussions in Indonesia has recently become very popular. As a fact, so many complaints have emerged from observers, parents, educational figures, or society, in general, stating that the young generation (school students) is currently experiencing a quite moral severe decline. Even though this issue often invites controversy, has there been a moral decline? Or is there a difference in standards between generations regarding moral indicators so that there is a gap? At least, this dialectic emerged as a response to the character phenomenon in the current generation.

Interpretation of characters always gives rise to different points of view. However, to be accurate, there must still be a reliable reference. From a philosophical, scientific point of view, one concept of truth that can be used as a reference is consensus truth. This fact is relevant because character issues always rely on morality standards. It is generally understood that morality is a set of values that is the result of consensus from a societal system.

Social responsibility is undoubtedly a form of character manifestation with many interpretations. Characters, apart from representing individual identity as one of the characteristics that describe an individual, are also a form of representation of attitudes that are manifested in social space. It is not uncommon for us to come across naughty children in the family room but receive positive societal appreciation because of their behaviour. On the other hand, some children look very good at home but receive much criticism because of their behaviour. It is not uncommon for families to not know that their children are actually naughty when outside. It can be said that in some understandings, character in personal interpretation is sometimes different from character manifested in the form of social responsibility.

Social responsibility in children can be formed through various influences and efforts, both from the family environment, education, and social experience. The factors that contribute to the formation of social responsibility in children were:

4.1   Family Education/ parenting

The family plays a critical role in shaping children's social responsibilities. Values such as empathy, cooperation, and caring for others are taught at home. Parents who set examples of positive social behavior will inspire children to follow in their footsteps [6].

4.2   Formal Education

Schools have a significant role in shaping children's social responsibility. A curriculum that includes citizenship education and character education can help students understand the importance of social responsibility in society [7].

4.3   Social Interaction

Children learn much through social interactions with peers, teachers, and adults outside the family. These opportunities help them develop social skills, empathy, and concern for the feelings and needs of others [8].

4.4   Volunteerism and Social Experience

Involving children in volunteer activities and social experiences outside the school and family environment can form social responsibility. This allows them to experience the positive impact they can make in their communities [9].

4.5   Social media

Social media can influence children's social perceptions and responsibilities. Parents and educators need to supervise and educate children about the healthy and responsible use of social media [10].

The importance of forming social responsibility in children cannot be doubted, and the various factors above can interact to form positive character and social behavior. With support from family, formal education, healthy social interactions, volunteer experience, and a good understanding of social media, children can develop a strong sense of social responsibility themselves.

Physical education, as a part of the education system in Indonesia, is generally understood as a field of study that has the content of building character in students. This is understood because it is believed that physical education, which uses sports as a learning medium, is a system full of values. These noble values in sports can be internalized in students through a systematic learning process.

To carry out this process, the first thing that must be done is to ensure teacher understanding. Because no matter how the concept of education is created, it will only be in vain if the teacher who carries out the learning does not have the correct understanding. From the data that emerged, teachers need to pay more attention to the concept of social responsibility among students. The various character elements that are then understood and tried to be applied in the learning process are more in the individual realm, such as courage, discipline, order, and honesty. That does not mean teachers do not understand this. As individuals who have maturity and professionalism, teachers can explain with a clear perspective what is meant by the social responsibility that a child must have. However, how they engineer the learning space to become a conducive forum for developing aspects of social responsibility has yet to be realized.

5   Conclusion

From the research results, it can be concluded that the development of social responsibility in students has not received full attention from physical education teachers. Character issues have actually become the focus of physical education learning objectives, but so far what has been given more priority is related to individual good attitudes or behaviour. In fact, teachers already understand the importance of developing social responsibility in children to support their future life in society. However, realization in the physical education learning process has not yet been fully implemented. A lack of understanding of specific learning concepts to increase social responsibility for students is thought to be the reason.

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