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The Influence Of The Personal And Social Responsibility Teaching Model (TPSR) And The Cooperative Model On Life Proficiency In Physical, Sport And Health Education

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Abstract

Life skills as skills needed to overcome the demands and demands of everyday life to see an increase in life skills. In research, students used two learning models: the Teaching of Personal and Social Responsibility (TPSR) and the cooperative model. This study aimed to determine how much influence the Teaching of Personal and Social Responsibility (TPSR) and cooperative models had on life skills in physical education, sports, and health. The research method in this study is to use a comparative experimental method, comparative research, to find out whether two variables or more than two groups have differences in the aspects or variables studied. The experimental research design used in this study was the Pretest-Posttest Control Group Design. The samples used in this study were 15 students in the TPSR group and 15 in the cooperative group. With the application of the TPSR learning model, which aims to improve aspects of students' life skills, the average pretest score = 150.13 and the post-test average score = 166.40, with a difference in score of 16.27. As for the cooperative learning model, which aims to improve aspects of students' life skills, the average pretest score = 112.27 and the post-test average score = 158.33, with a difference in score of 46.07. Thus, the difference in the average value of the TPSR learning model is smaller than the difference in the average value of the cooperative learning model, so it can be concluded that the cooperative learning model has more influence on students' life skills.

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INTRODUCTION

Life skills are often incorporated into lessons on topics like physical education (Penjas). One of Weiss's studies demonstrates that golfing can have a constructive effect on youth development and influence life skills (Weiss et al., 2013). Teachers in charge of physical education classes have a unique opportunity to meaningfully shape their students' lives. Individual sporting experiences can play an essential role in beneficial development, not just because of engagement in sports (Papacharisis et al., 2005).

Children's social development and relationship skills also benefit from participation in physical education. Goal planning, teamwork, leadership, communication, time management, and emotional control are a few life skills that may be honed with experience and described in Gould & Carson's substantial literature (Gould & Carson, 2008). Several educational innovations and initiatives have been implemented, but the quality of education has mostly stayed the same, according to several measures. There is widespread public discontent with how today's students conduct themselves. For students to succeed in life, their interactions with peers, and their educational experience, schools must prioritize these aims (Bailey, 2018). According to this view, schooling should again focus on helping students develop as whole people. Educators in this situation need to be able to help their pupils build on their inherent abilities without putting undue stress on them. Teachers and schools should instill in their students respect for themselves, for others, and for the natural world.

Life skills are a person's ability to face various problems in his life, both from the internal and external environment, and be able to solve them well. Every human needs to have life skills because, in living life, humans need skills to solve problems.

Life skills are needed to deal with the demands and challenges of everyday life (Danish et al., 2004). Life skills that can be assisted or developed in athletics and used in other contexts include goal planning, emotional management, self-esteem, and a strong work ethic. The concept of positive child development encompasses and extends beyond the acquisition of such skills. The development of life skills is a goal of adolescent education, although not all adolescent education is geared toward the improvement of life skills (Gould & Carson, 2008). The preceding discussion makes it clear why it is crucial for a person to possess such abilities. Possessing such abilities can help people maintain a harmonious social life. Additionally, people are educated on how to solve issues as they emerge.

Cronin and Allen argue that there are eight parts to this skill: the ability to work together, the ability to define and achieve goals, the ability to regulate one's emotions, the ability to communicate with others, the ability to lead, and the ability to solve problems and make sound decisions. (L. Cronin et al. 2021). The authors believe that improving all eight aspects of life skills would take excessive time, so they narrow their focus to just one: teamwork. Many types of research prove that teamwork leads to better efficiency and effectiveness. In collaboration, various solutions will appear that still need to be resolved individually (West, 2002). Learning to work together as a team and dealing with the challenges associated with teamwork is a critical component of the sporting experience (Holt et al., 2008). A study on teamwork in sports states that by providing information about research on theoretical and integrative reviews, the highlight is teamwork and team effectiveness in sports activities (McEwan & Beauchamp, 2014).

A team is defined as a group of people who depend on each other to complete tasks and share responsibility for the outcomes of those tasks.

Teamwork is the extent to which group members take pride in their work, are involved in every aspect of it, and can share common goals and strategies for achieving those goals as a unified unit. Group labor is vastly different from a solo effort, and numerous studies have shown this. Teamwork, which includes human resources contributing to each other and accountability regarding targets to be attained for group goals, can only be effective if research demonstrates that cooperation leads to efficiency and effectiveness. The preceding justifications for the TPSR and cooperative models of education highlight the need to provide students with marketable skills.

Application of Helisson's Responsibility Model in South Korea 2012. The TPSR model uses sport and physical activity to promote good human behavior, empower youth, and teach life skills that can be applied or transferred to other contexts (Jinhong et al., 2012). The essence of the TPSR model is that for students to become successful individuals in their social environment, they must learn to be responsible to themselves and others with strategies that allow them to exercise control over their lives. (Escartí et al. 2010). TPSR stands for "Teaching Personal and Social Responsibility," which describes the approach taken here. The focus of this strategy is on the individual growth and accountability of each student. Self-actualization and societal reconstruction are at the forefront of the teaching methodology. Through a variety of learning experiences grounded in the relevant curriculum, students build their own sense of irresponsibility, self-control, involvement, self-direction, and care (Julianne & Ramadhan, 2018). Teaching Personal Social Responsibility (TPSR) is a strategy that can foster motivation in activities because student motivation in this context is intrinsic motivation from the students themselves (Suherman, 2009). Berliana's dissertation (1998)

provides evidence of the TPSR model's effects on forming responsible attitudes and social behavior through the author's writings. Additionally, students can learn and work together in small groups of 4-6 people with heterogeneous group structures or different characteristics using the cooperative learning model (a learning model or reference in which the learning process takes place (Riski et al., 2018).

The term "cooperative learning" is used to describe classroom situations in which students work together to accomplish a common goal, fostering an inclusive environment where students from all backgrounds can learn and practice social skills (Mantasia & Jaya, 2016) and make connections with one another both inside and outside of the classroom, One of the forefathers of the juvenile life skills movement (Wahyudi, 2018). The advantages obtained when implementing this learning include: 1) Improving student learning outcomes, 2) promoting group collaboration, 3) there is tolerance between students with low academic abilities, 4) increasing the level of student confidence, 5) fostering student enthusiasm to learn to think, solve problems and apply knowledge and skills (Stevens & Slavin, 1995). In cooperative learning, social skills are useful for establishing relationships with other students about the learning material being taught and trained (Quispe, 2023). Dalam pembelajaran kooperatif. In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability. Positive goal interdependence requires acceptance by a group that they "sink or swim together." A cooperative spelling class is one where students work together in small groups to help each other learn the words to take the spelling test individually on another day (R. et al., 1994). several definitions of cooperative learning have been formulated. The one most widely used in higher

education is that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is an instruction that involves students working in teams to accomplish a common goal (Johnson & Johnson, 1998).

Danish of Virginia Commonwealth University's Life Skills Center. Denmark shared the outcomes of his work with his peers on multiple occasions. According to Danish and his colleagues, "life skills" help people thrive in various settings, including academics, family life, and the wider community. These findings were published in 2004 (Danish et al., 2004). Meanwhile, "these life skills are defined as the skills necessary to cope with the demands of everyday life"(Cronin & Allen, 2017). Life skills will aid young people in athletics and all aspects of their lives, including those unrelated to sports. Youth and children will be taught life skills through various approaches, including demonstrations, activities, and the like.

METHODS

Methods of writing are necessary because they provide writers with a resource for addressing their writing challenges. The author defines comparison experiment as the method of writing used in this piece. The conventional method of conducting quantitative writing is the experimental design (Creswell, 2014). Writers specializing in quantitative analysis use survey results to determine the frequency and percentage of a specific response. On the other hand, writing a comparative essay requires you to determine whether or not two groups share any of the researched qualities or variables.

This research employs the pre-posttest control group design for its experimental writing setup. Two groups are chosen at

random in this design. With this strategy, we start by selecting representatives from the current population. The material is then subjected to treatment. In this scenario, there are 30 people total, 15 in each of the two groups using the TPSR learning model and 10 using the cooperative learning model. Then, we gave each group a unique intervention. A questionnaire was administered after the completion of the therapy session. The pre-and post-test data were compiled, processed, and statistically evaluated. This study aims to compare and contrast the TPSR learning model with the cooperative learning model and to see how each influences student collaboration during volleyball games.

To conclude the population as a whole from a sample of that population, the writer must first determine the population and then select individuals or schools that are representative (representative) for all individuals (Creswell, 2014). This study's population is students who participate in volleyball extracurricular activities at SMKN 3 Sukatani, totaling 30 students.

To draw conclusions about the entire population, researchers investigate a representative subset of it called a sample (Creswell, 2015). This study found that 30 students from SMKN 3 Sukatani participated in the volleyball extracurricular, with 15 students assigned to the TPSR group and 15 to the cooperative group. Random sampling was utilized to choose the participants for this study. To randomly select members of a population without consideration for their position in the population is to conduct a random sample. The

author has opted to use a random sampling strategy because of constraints on his time, energy, and available student body.

The tools you use to write make a massive difference in the final product because the quality or validity of the instrument will profoundly impact the validity of the data acquired. A reliable measuring device is essential since taking measurements provides the conceptual basis for writing. The author utilized a questionnaire to gauge this aspect of writing. The questionnaire is a list of informational questions the respondent must answer in writing. It can be analyzed after gathering information from all sources, whether respondents or otherwise. Data analysis consists of the following steps: sorting information into categories according to variables and respondent types; tabulating information according to variables for all respondents.

FINDINGS AND DISCUSSION

Ten meetings were held, with three meetings per week, using the experimental approach of writing this. The frequency of exercise refers to Harsono's opinion (Subarjah, 2013) that "exercise should be done three times a week ."Research 10 x meetings. After processing and evaluating the data through statistical tests, the writers gain insight into "The Influence of the TPSR Learning Model and the Cooperative Learning Model on Life Skills" in Physical Education, Sports, and Health at SMKN 3 Sukatani Purwakarta.

The TPSR learning model group's life skills data are normally distributed, as indicated

by the normality test's sig value of 0.072 (or by the fact that it is greater than 0.05). Similarly, since the sig value of 0.232 (or greater than 0.05) in the normality test of the group cooperation cooperative learning model indicates that the group's data on life skills are regularly distributed, we can draw the same conclusion.

The significance level (sig) for a test of homogeneity between the TPSR learning model group and the cooperative learning model is 0.089 (based on male students), meaning that the difference between the two groups is more than 0.05. If this is the case, then the information being gathered is consistent throughout.

Finally, a hypothesis test was conducted, with the t-table value set at 2.048 and $\alpha = 0.05$; the life skills count value was -13.68 less than the t-table value, suggesting that the TPSR learning model affects students' life skills. The cooperative learning model has a count value of -43.68, lower than the t-table value. Therefore, it is reasonable to infer that the cooperative learning paradigm impacts students' employability abilities. This test of hypotheses is designed to provide an answer to the problem statement. Students' average pre-and post-test scores were 150.13 and 166.40, respectively, suggesting that the TPSR learning model successfully improved students' life skills. The average student's pre-and post-test scores on a measure of life-skills development through the cooperative learning paradigm were, respectively, 112.27 and 158.33, for a difference in scores of 46.07. It follows that the average value difference between the TPSR and

cooperative learning models is lower under the latter, suggesting that the latter significantly impacts students' long-term development of employability and social skills.

Life skills are necessary for learning because they allow people to deal with issues that arise inside themselves and in their broader social and environmental contexts. Everyone needs to be equipped with problem-solving abilities because life is full of challenges. To meet the obstacles of daily living, one must be equipped with the necessary "life skills." (Danish et al., 2004). Teaching life skills is very important for the development of adolescents. Like physical skills, life skills can be learned through demonstration and practice (Dingjan et al., 2015). Life skills education is education that gives introductory provisions and exercises that are carried out correctly to students about the values of everyday life so that the person concerned is able, able, and skilled at running his life that can maintain survival and development in the future because life skills are abilities, abilities, and skills required by someone to run life with pleasure and happiness and be able to solve problems of life and life without any pressure (Marwiyah, 2012).

As mentioned above, teaching students practical skills is to facilitate group project completion and issue-solving in the classroom. When some friends do not get something, the rest of the group must try explaining it to them, as the cooperative learning model advocates. If everyone in the group grasps the concepts discussed in class, then the cooperative learning paradigm has been successful.

CONCLUSION

Based on the author's analysis of data and conclusions about the impact of the teaching personal and social responsibility learning model and the cooperative learning model on life skills in physical education, health, and sports, we can infer the following: (1) The TPSR learning model influences students' life skills; when the learning process takes place, the process of mutual assistance between friends and mutual life skills is a part of respecting one another's dignity and independence; (2) The cooperative learning model influences students' life skills; when the learning process takes place, the process (2) Students' life skills are affected by the cooperative learning model because that approach is fundamentally aimed at developing those skills in students. This way, fifteen students can work together toward a similar objective. The statistical test findings show that the cooperative learning model has a more significant impact on life skills when compared to the other learning models. Under these conditions, student cooperation is crucial to your success. In the cooperative learning approach, when one buddy does not get it, the other friends must try to explain it to them.

The research shows that when comparing the TPSR and cooperative learning models, the TPSR model is more effective at helping students improve their employability skills. This indicates that the TPSR learning model still needs to be widely used. The authors suggest the following changes: (1) The TPSR learning model should be used more frequently

in the classroom. According to the TPSR model, students need to develop techniques that enable them to take charge of their own lives and those around them to achieve social success. (2) It is hoped that future authors will be inspired to create other learning models that can impact student collaboration. In addition, every model for understanding is treated as a separate variable. The goal here is to improve the quality of the final draft. However, there are still gaps in this literature due to the small sample size and the few factors examined in identifying the learning models that can impact students' ability to work together.

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