

Implementing The TPSR Model In Physical Education To Build Vocational School Students' Social Character

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Abstract

This Classroom Action Research (CAR) aims to optimize the learning process and improve the social character of 10th-grade students at SMK Negeri 3 Semarang through Physical Education (PE). The primary issue underlying this study is the high prevalence of egocentric behavior, individualism, and a general lack of empathy and cooperation among students. To address this, the study implemented Don Hellison's Teaching Personal and Social Responsibility (TPSR) model, which incorporates specific sessions designed for character development. The research was conducted across two cycles during the odd semester of the 2026/2027 academic year, involving

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36 students from Class X TO 1 (Automotive Engineering Class). Each cycle comprised four phases: planning, action, observation, and reflection. Data were gathered using teacher observation sheets and student self-assessment questionnaires, which were subsequently analyzed using descriptive statistics. The success threshold was established at a minimum of 85% student completeness. The findings indicated significant improvement in social character. The pre-cycle phase yielded a completeness rate of only 42%, which rose to 61% in Cycle I, and ultimately reached 86% in Cycle II. In conclusion, applying the TPSR model in PE represents an effective solution to foster and internalize responsible social character in students.

Keywords: Physical Education, Social Character, TPSR Learning Model

INTRODUCTION

Education is one of the most important and fundamental aspects of human life. Through education, humans have experienced significant development in terms of intellectual intelligence, character building, and critical thinking (Rahman BP et al., 2022). The various technologies currently used in daily life are among the sweet fruits produced by education. These discoveries and innovations not only facilitate our daily activities, but also continue to push the boundaries of progress, proving that education is the main key to welcoming a better future.

In Law No. 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning process for students. The objective is to develop students' potential, ranging from intelligence, spiritual and religious strength, self-control, and noble personality, to other essential skills. In accordance with this law, character building is highlighted as a primary goal of education alongside mere intellectual intelligence (Dewi et al., 2024).

In the context of national education, one of the most important outcomes is the formation of students' social character. Social character can be defined as a set of positive individual values, attitudes, and behaviors within the social environment of society. The form of social character is manifested in empathy, tolerance, care, as well as the ability to interact and cooperate harmoniously within the community (Zubaedi, 2013). This character serves as an important foundation for students to carry out their roles effectively as humanistic and responsible social beings. However, the dynamics of changing times in today's digital era pose serious challenges to the quality of students' social character. Currently, technological advancements have led to a



decrease in direct interaction between individuals. The negative impact is an increase in individualistic attitudes, egocentrism, and a decline in empathetic sensitivity among the younger generation (Marzuki, 2015).

In the school environment, social character issues often occur in the form of excessive competition, lack of tolerance, and the inability to control emotions when interacting with peers. If we ignored it, some of these negative attitudes can lead to larger problems, such as bullying and social exclusion. Meanwhile, in the secondary school environment, other issues are frequently encountered, such as a lack of empathy, low mutual respect toward teachers and peers, disputes among students, and a minimal sense of responsibility for one's own behaviour (Elmeiri et al., 2022). These identified problems and gaps show that strengthening students' affective aspects requires just as much attention as achievements in the cognitive and psychomotor aspects.

Physical education serves as one of the subjects that holds a strategic position. Physical education is a unique educational medium that utilizes physical activity as a means to achieve educational goals holistically (Syafuddin et al., 2022). Through direct physical interaction on the field, physical education learning creates a natural social life simulation in which students are faced with situations that demand communication, cooperation, and emotional control. Physical activity in physical education learning has many social-emotional dynamics that can be utilized to optimally internalize students' moral and social values (Metzler & Colquitt, 2021). However, in field implementation, there are still many physical education learning practices that focus solely on achieving motor skill mastery without paying attention to the students' affective aspects.

Physical Education learning using the Teaching Personal and Social Responsibility (TPSR) approach serves as a comprehensive learning model that also involves affective aspects. The TPSR model was developed by Donald R. Hellison, specifically designed to foster students' character, personal responsibility, and social empathy (Meirianto, 2026). TPSR works by utilizing physical activity as a means to teach personal responsibility values such as self-control and independence, as well as social responsibility such as respecting others' feelings and caring. This model is implemented through five systematic stages, starting from relational time, awareness talk, physical activity, group meeting, and self-reflection (Wright & Craig, 2011). Through these stages, students are encouraged to consciously reflect on and manage their own behavior while learning takes place.



Based on preliminary observations at SMK Negeri 3 Semarang, specifically in Class X TO 1 (Automotive Engineering Class), it was found that the majority of students still tended to exhibit egocentric attitudes and prioritize their individual interests. This condition is closely related to their position of being in the middle of a psychological and social transition from Junior High School (SMP) to a new environment at Vocational High School (SMK). The adaptation process from the junior high school climate to the vocational level often leaves students unable to manage their social interactions maturely. As a result, in daily learning activities, individualistic attitudes, a lack of tolerance, and a reluctance to share roles when completing group tasks frequently arise. This condition emphasizes the need for appropriate pedagogical intervention to guide students' social character from the beginning of their entry into vocational high school. The hope is that through Physical Education learning with the TPSR approach, it can serve as an effective medium to resolve these social character issues.

RESEARCH METHODS

Classroom Action Research (CAR) is the method used during the research. This method becomes the most suitable method to measure character development during classroom learning. Classroom action research is research conducted by educators with the aim to optimize the quality of learning. The research process with this method is carried out systematically involving cycles with each starting from the stages of planning, action, observation, and reflection (Rahayu & Saskia, 2025). The main focus in classroom action research is on the trial and evaluation of the actions offered as solutions to the problems that exist in the learning process.

Participants

This research is conducted at SMK Negeri 3 Semarang in the first semester of the 2026/2027 academic year. The subjects in this research are class X TO 1 which totals 36 students who are entirely male. The selection of this subject is based on initial findings regarding the need for strengthening the social character and responsibility attitude of students in physical education learning. The research procedure is designed cyclically with each cycle consisting of four main stages, namely planning, action, observation, and reflection. Evaluation is conducted at the end of each cycle to formulate improvements to the action improvement design in the next cycle. The success indicator of this research is targeted at the achievement of completeness of at least 85% of all students after finishing one cycle (Kemmis et al., 2014).



Sampling Procedures

The sampling technique used in this study is purposive sampling. The determination of the sample was based on certain criteria considerations as well as initial observation findings regarding the social character issues of students at SMK Negeri 3 Semarang. Based on the results of these observations, class X TO 1, consisting of 36 male students, was selected as research subjects because they showed high levels of egocentric and individualistic attitudes, as well as limited empathy and cooperation in physical education learning. In addition, the position of students who are in a transition phase from Junior High School (SMP) to Vocational High School (SMK) became a primary consideration so that the formation of responsible social character could be intervened from the start.

Materials

The materials that used in this study include learning packages, data collection instruments, and action documentation instruments. The learning packages prepared include Deep Learning Plans (RPM) specifically designed to integrate the five formative components of the TPSR model (relational time, awareness talk, physical activity, group meeting, and self-reflection) along with sports equipment supporting physical activity. The data collection instruments consist of teacher observation sheets to observe indicators of students' social behavior, student self-assessment questionnaires accessed through Google Forms, and field notes sheets. This study was also equipped with documentation devices in the form of a camera/smartphone to capture photo and video recordings of activities during the action cycle process.

Procedures

Before starting the first cycle, it first goes through the pre-cycle stage which aims to determine the students' initial abilities. In this stage, observation as well as initial data collection are conducted as a benchmark for the success of the research. After the initial data is obtained, the first cycle can be started according to the existing stages. The planning stage starts from arranging the In-depth Learning Plan (RPM) by using the Teaching Personal and Social Responsibility (TPSR) model, preparing observation instruments, and student self-assessment questionnaires. Furthermore, in the acting stage, the action begins by carrying out physical education learning by applying the five formative components of TPSR. That are relational time



(building trust and enlivening the class atmosphere), awareness talk (delivering the focus of affective values), physical activity (the implementation of physical activity), group meeting (classmate discussion), and self-reflection (independent reflection). The observation stage is conducted by observing the students' social behaviour during learning, carried out in collaboration with fellow physical education teachers. The last stage is reflection by analyzing the observation results and field notes to evaluate the success rate of the series of cycles that have been carried out (Campbell, 2023).

Design or Data Analysis

The data of this research is obtained from teacher observation and self-assessment conducted by students. Observation is conducted by the teacher during the action period in each cycle using the observation sheet that has been prepared. Meanwhile, the student self-assessment questionnaire is filled out through the help of Google Forms in the pre-cycle stage as initial data as well as at the end of each cycle to measure the development that occurs. Then, to strengthen the obtained data, this research is equipped with supporting documentation in the form of field notes as well as photos or video recordings while the action takes place. Descriptive analysis technique is used in this research to obtain the final results based on the data that has been collected (Wright & Craig, 2011).

The data analysis technique used in this study consists of quantitative descriptive analysis. Quantitative data from teacher observation sheets and student self-assessment questionnaires were averaged to determine each student's final score, which was then grouped into five success categories: Very Poor, Poor, Fair, Good, and Very Good. The classical completeness percentage was subsequently calculated by dividing the number of students achieving the Good and Very Good categories by the total number of students.

RESULTS

This research was carried out up to the second cycle to fulfill the minimum completeness of 85% of the total subjects studied. The data was divided into three parts, namely pre-cycle data, first-cycle data, and second-cycle data. In each section, data is presented in the form of final scores, which are the average of teacher observation scores and student self-assessments.



Table 1. Pre-Cycle Final Score Data

Category	Score Range	Frequency	Percentage
Very Poor	0 – 40	0	0
Poor	41 – 55	3	8%
Fair	56 – 70	18	50%
Good	71 – 85	14	39%
Very Good	85 – 100	1	3%

Based on Table 1, it appears that most class X TO 1 students are in the fair category with a percentage of 50% (18 students). Meanwhile, in the good category, there are 14 students (39%) and only 1 student (3%) who is in the very good category. In addition, there are 3 students (8%) who are still in the poor category. Thus, based on these data, it shows that most students have social character scores below the good category with a completeness percentage of only 42%.

Table 2. Cycle I Final Score Data

Category	Score Range	Frequency	Persentage
Very Poor	0 – 40	0	0
Poor	41 – 55	0	0
Fair	56 – 70	14	39%
Good	71 – 85	20	55%
Very Good	85 – 100	2	6%

In Table 2, an improvement is seen after learning actions were implemented using the TPSR approach. Most students are in the good category, as many as 20 students (55%). An increase also occurred in the number of students in the very good category, with 2 students (6%). Meanwhile, the rest are still in the fair category, with 14 students (39%). The implementation of cycle I successfully increased the percentage of student completeness to 61%. Despite experiencing an increase, the research continued to cycle II because it had not yet met the predetermined minimum completeness criteria.

Table 3. Cycle II Final Score Data

Category	Score Range	Frequency	Persentage
Very Poor	0 – 40	0	0



Poor	41 – 55	0	0
Fair	56 – 70	5	14%
Good	71 – 85	23	64%
Very Good	85 – 100	8	22%

After cycle II was implemented, a fairly significant decrease in numbers occurred in the fair category, where there were only 5 students (14%). Meanwhile, an increase in numbers occurred in the good category with 23 students (64%) as well as the very good category with 8 students (22%). Based on these data, this research successfully reached the minimum completeness criteria with 86% of the total subjects. Thus, this classroom action research can be ended in cycle II.

DISCUSSION

Social character describes the nature of a person that is displayed when establishing a relationship with others. In community life, social character has a role to form human strengths with the aim of continuously functioning the surrounding people in achieving a democratic and humane goal. Social character cannot develop on its own. Many factors underlie the formation of a person's social character, one of which is through education. Education becomes one of the main foundations in shaping a child's social character. Through the educational process, children learn to understand moral values, sharpen empathy, and interact with others (Wahidah, 2021).

Improvement of Students' Social Character

Based on the analysis of research data that has been collected, there is a visible effect generated from the implementation of the Teaching Personal and Social Responsibility (TPSR) model on students' social character values. A significant increase in scores was found in every cycle action carried out. With this increase, it also affects the mastery rate which reached the minimum success indicator of 85% at the end of cycle II.

During the observation period in the pre-cycle phase, the character profile of most students was categorized as low, with the mastery percentage only reaching 42%. Half of the total students in the class (18 students) were at the fair stage, and there were even 3 students (8%) who were still in the poor category. This condition indicates that physical education learning in the previous period (junior high school/equivalent) was still centered on the mastery of motor



skills alone. This made the students' affective aspects less than optimally explored. Furthermore, the subjects in this study were class students majoring in Automotive Engineering (TO) who were all male. Social dynamics within groups of male students at the vocational high school (SMK) level often require a deeper approach to suppress potential egocentrism and enhance mutual respect for one another.

Actions in cycle I found an improvement in students' social character after physical education learning was implemented using the TPSR model. Through the implementation of five formative components of TPSR, namely relational time, awareness talk, physical activity, group meeting, and self-reflection, showed positive impacts generated. The mastery rate in this cycle increased to 61% of the total subjects. The majority of students successfully reached the good category at 55% (20 students), and there were no students in the poor category. Although an increase occurred, the 61% mastery figure had not yet met the minimum mastery threshold of 85% of the total subjects. This made the research have to be continued to cycle II. The less than optimal results in cycle I were still normal because changes in a person's character and habits require time for an adaptation process. At this stage, students were still in a transition period to understand the meaning of the learning provided by the teacher, especially during group meeting and self-reflection sessions where students were required to honestly evaluate themselves.

Evaluation and improvement of the lesson plan were carried out after the completion of cycle I. The purpose was to refine the actions that could be applied in cycle II so that the results obtained would be better. As a result, the actions in cycle II were very satisfying with the achievement of the minimum mastery rate, even exceeding it up to 86% of the total research subjects. A significant decrease in numbers occurred in the fair category, or the unmastered category, which only remained at 14% (5 students). Likewise, the good category increased to 64% (23 students), and the very good category successfully reached 22% (8 students). The total mastery rate was accumulated from the good and very good categories, until a percentage of 86% (31 students) was found. This achievement serves as evidence that the repetition and habituation of affective values through physical education learning using the TPSR model succeeded in making students internalize social character more optimally.

Implementation of TPSR Formative Components

The implementation of physical education learning by applying the TPSR model begins with a fairly crucial phase, namely relational time and awareness talk. In the relational time phase,



the teacher strives to build students' trust while livening up the classroom atmosphere so that students feel comfortable before the core material begins. This initial step becomes an important foundation for being able to communicate well in a two-way manner between teacher and students (Martinek et al., 2021). After a positive relationship is built, learning continues to the awareness talk phase. In this phase, the teacher conveys the focus of affective values to be achieved in the lesson. After awareness of affective values is instilled, next students are assigned to integrate those values in the execution of physical activity. While this physical activity phase takes place, students are faced with dynamic situations that require them to responsibly practice the instilled character values in a real way. If in its implementation they encounter obstacles or disputes, the group meeting phase provides facilities for students to discuss with their classmates. This discussion gives students the opportunity to be able to solve problems and practice respecting the opinions of others. In the final phase, learning is closed with self-reflection with the goal of inviting students to honestly evaluate their own behavior and social responsibility during learning (Pérez-ordás et al., 2020).

The physical activity phase becomes the most crucial and challenging phase to ensure that learning objectives are still achieved by integrating the instillation of determined character values. Considering that the subjects of this study were 36 students from the Automotive Engineering skill program who were all male, the intensity of physical interaction during physical education learning tended to be high. In the pre-cycle, or before character values were internalized, social behaviour among students tended to be dominated by excessive competition, egocentric attitudes, and a lack of empathy when classmates made practical mistakes. This initial finding is in line with the research background regarding the need to strengthen students' social character in physical education learning. Therefore, the physical activity phase in this TPSR method is not designed merely to train motor skills, but rather as a medium for instilling and shaping students' character in a social environment (Merino-Barrero et al., 2019).

Along with the progression of the action cycle, there was a real change visible in the social behavior tendencies of students while the physical activity phase took place. Students began practicing controlling their ego and showing an increasingly better attitude of responsibility. Social behavior that previously tended to be individualistic slowly changed into a form of mutual support. At this stage, students began showing a willingness to involve less skilled peers, restrain emotions during accidental collisions, as well as the growth of an attitude of sportsmanship without putting down other peers. This change in social behavior in the group of male students



serves as evidence that physical activity that internalizes social character within it is capable of being an effective social simulation for students (Harita et al., 2025). In this regard, students are able to learn to respect others and control themselves in accordance with the educational objectives stated in Law No. 20 of 2003.

Internalization of TPSR Responsibility Levels

The Teaching Personal and Social Responsibility (TPSR) learning model was developed by Don Hellison in a tiered manner. In TPSR, students' affective development is classified into five levels of responsibility. Starting from Level 1 (Respecting the Rights and Feelings of Others), which focuses on self-control and having respect for others. Level 2 (Effort and Participation), which emphasizes the willingness to make an effort and actively participate in an activity. Then Level 3 (Self-Direction), which reflects students' independence in directing learning tasks autonomously. Level 4 (Caring and Helping), which shows the emergence of empathy and an attitude of helping one another. And the final level, Level 5 (Transfer Outside the Gym), shows where the values of personal and social responsibility learned have been successfully internalized to the point of being applied in daily life outside the physical education learning environment (Wright & Craig, 2011).

In the pre-cycle phase, most of the subjects in the study were still in a transition phase between Level 1 and Level 2, which was not yet very stable. Egocentric traits, the tendency to blame peers, and the lack of emotional control served as indicators that awareness of the rights and feelings of others as in Level 1 had not been well internalized. Then entering cycle I, the consistent implementation of awareness talk and group meeting sessions was able to encourage students to consolidate Level 2 while stepping towards Level 3. In this cycle, students began to independently follow task instructions and act in an orderly manner while learning took place. Meanwhile, in cycle II, an increase in affective quality occurred where students did not merely stop at independence, but had successfully reached Level 4. This was evidenced by the emergence of a spontaneous drive among students to help each other tidy up equipment. In addition, students were also seen motivating each other and resolving problems peacefully during group meeting sessions. The success of this gradual internalization process of TPSR responsibility levels was reinforced by the achievement of a mastery target of up to 86% at the end of the action.



The findings in this study strengthen and expand upon previous research regarding the effectiveness of the TPSR model in physical education learning. As in Elmeiri et al. (2022) confirmed that the implementation of the TPSR model at the secondary level is proven to be capable of significantly building students' sense of responsibility and positive character. Then Campbell (2023) highlighted that low student participation and social responsibility is a persistent challenge in physical education learning if teachers only focus on motor mastery alone. The results in this study reinforce the findings in that research, where the integration of affective pedagogy through TPSR was proven to be an intervention capable of changing the class orientation from merely physical into a medium for shaping social values. In addition, this study also consolidates the view of Metzler & Colquitt (2021) that physical activity is an ideal simulation of social life. Physical education learning using the TPSR model is proven capable of bridging the gap between physical competence and the strengthening of students' affective aspects.

Life Skills Transfer and Educational Implications

The increase in social character found in this classroom action research is in line with the findings by Manzano-Sanchez & Valero-Valenzuela (2019). That research proves that a program based on the TPSR model is significantly capable of increasing personal and social responsibility, as well as encouraging the development of prosocial behavior in students at the secondary education level. The success of TPSR implementation in this study shows that the five formative components of the TPSR model succeeded in transforming the learning climate, which was initially dominated by egocentric and individualistic attitudes, into an inclusive and mutually respectful classroom climate. This then confirms that the habituation of responsibility values through the structure of the TPSR model is an effective pedagogical strategy in building a positive classroom climate as well as suppressing the level of disruptive behavior among students (Manzano-Sanchez & Valero-Valenzuela, 2019).

This positive transformation in the social behaviour of Grade X Automotive Engineering (TO) students at SMK Negeri Semarang further strengthens the results of the systematic review conducted by Pozo et al. (2018). The findings of that study affirm that TPSR is one of the most effective affective learning models in creating a conducive and inclusive physical learning climate. The study also concluded that the integration between physical activity and discussion space in TPSR carried out consistently is capable of building social bonds and fostering mutual respect among fellow students. In a homogeneous group of male students at the vocational school level,



it was initially dominated by egocentric traits and high physical competition. This finding confirms that the implementation of TPSR is capable of shifting the learning focus from mere mastery of movement skills toward the formation of social character based on care, cooperation, and a sense of shared responsibility (Pozo et al., 2018).

The implementation of TPSR model provides space for students to realize the importance of life skills that are beneficial for self-development. Through self-reflection processes and group discussions, students are accustomed to reflecting on everything that has been done while simultaneously facing a problem from various points of view. This is in line with the findings of Jacobs et al. (2022), who revealed that the application of TPSR makes students feel more empowered as well as consciously capable of identifying that the values of responsibility, self-control, and leadership learned in physical education can be transferred into life skills outside the classroom. Thus, the achievement of targets in this study does not merely reflect temporary behavioral changes during physical education learning on the field. This achievement demonstrates the creation of an important foundation in equipping class students with social character and emotional maturity ready to be applied in both the workplace and the broader community (Jacobs et al., 2022).

Overall, this classroom action research confirms that physical education learning does not merely consist of physical activity. On the other hand, physical education learning can be used as a relevant medium to shape the personality of students with noble character, in accordance with the goals of the national education system. The use of the TPSR approach in physical education learning is proven successful in changing the learning orientation, which was initially limited to exercising, into engaging in activities while simultaneously learning social life values. The progressive increase from a mastery percentage of 42% in the pre-cycle to 86% at the end of cycle II confirms that this approach is recommended to be applied at the Vocational High School (SMK) level, especially to foster students' social character effectively.

CONCLUSION

Based on the results of the classroom action research that has been conducted, it can be concluded that the application of the Teaching Personal and Social Responsibility (TPSR) model in Physical Education learning is effective in improving the social character of Grade X TO 1 students at SMK Negeri 3 Semarang. This increase was proven gradually starting from the pre-cycle with a mastery percentage of only 42%, increasing to 61% in cycle I, and successfully



reaching 86% in cycle II. This achievement has exceeded the set minimum success indicator, which is 85%. The implementation of the five formative components of TPSR, which include relational time, awareness talk, physical activity, group meeting, and self-reflection, has succeeded in changing the classroom climate. Initially, student behavior was dominated by individualistic and egocentric attitudes, but now it has become mutually supportive, communicative, and based on a sense of shared responsibility.

As a practical implication, the TPSR model is highly recommended for physical education teachers, especially at the secondary school level. The application of the TPSR model can be used as a pedagogical strategy that is not only oriented toward the achievement of motor skill mastery alone. In physical education learning, TPSR also serves as an effective means of fostering students' affective character and life skills. For future researchers, it is recommended to examine the long-term impact of this internalization of TPSR values into environments outside physical education learning, such as during practical activities in vocational workshops as well as students' daily social interactions.

FUTURE DIRECTIONS

The classroom action research that has been conducted successfully proves the effectiveness of the Teaching Personal and Social Responsibility (TPSR) learning model in enhancing students' social character. Nevertheless, there are several important aspects that need to be explored in future research. Subsequent research is recommended to test the long-term retention of the formed affective values and their transferability outside the physical education learning environment. Examples include during the implementation of practice in vocational workshops, extracurricular activities, and Industrial Work Practice (PKL) in the industrial world. In addition, expanding the scope of research subjects to various other vocational majors with heterogeneous gender compositions as well as comparisons across school levels is also highly necessary to test the generalizability of these findings more broadly.

Further studies can explore the integration of the TPSR model with interdisciplinary approaches, such as Project-Based Learning (PjBL) or Social-Emotional Learning (SEL). The goal is to create a comprehensive character-strengthening ecosystem across all subjects. The development of digital technology-based monitoring instruments for daily self-reflection is also an interesting research opportunity so that tracking students' affective behavioral development can be done in real-time. Finally, studies regarding training schemes and professional



development for physical education teachers in applying TPSR formative components independently as well as consistently become crucial to ensure the sustainability of implementing this model in schools in a sustainable manner.

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