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Hybridizing Teaching Personal Social Responsibility (TPSR) and Problem Based Learning (PBL) in Physical Education

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Abstrak

Penelitian ini bertujuan untuk menguji efektivitas hibridasi program TPSR dan PBL dalam pendidikan jasmani untuk meningkatkan tanggung jawab personal dan sosial siswa. Penelitian ini menggunakan quasi eksperimental dengan desain *pretest posttest control group,* Sampel penelitian ini adalah siswa SMA sebanyak 122 orang. Instrumen yang digunakan adalah adaptasi *Tool for Assessing Responsibility Based Education* (TARE), sedangkan analisis data menggunakan *paired sample t-test* dan *independent sample t-test*. Hasil penelitian menunjukkan ada pengaruh yang signifikan dari hibridisasi TPSR dan PBL dalam meningkatkan tanggung jawab personal dan sosial siswa. Hibridisasi TPSR dan PBL dalam pendidikan jasmnai efektif untuk meningkatkan tanggung jawab personal dan sosial siswa. Diperlukan penelitian yang lebih mendalam dengan melibatkan sampling acak dan ukuran sampel yang lebih besar atau dengan menggunakan pendekatan pembelajaran ilmiah lain seperti *inquiry learning* atau *project based learning*

Abstract

The aim of this research was to test the effectiveness of TPSR and PBL in physical education to increase student's personal and social responsibility. This is quasi experimental research with pretest posttest control group design, Sample of this research were senior high school as many as 122 student's. The instrument used was an adaptation of Tool for Assessing Responsibility-Based Education (TARE) Observation, while the data analysis using paired sample t-test and independent sample t-test. The results showed there was significant effect of hybridizing TPSR and PBL in enhancing student's personal and social responsibility. Hybridizing TPSR and PBL is effective to increase student's personal and social responsibility in physical education. Next, more in-depth research is required by involving a random sampling with larger sample size or by using another scientific learning approach such as inquiry or project based learning.

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INTRODUCTION

Currently, school is facing difficult challenges due to the growing phenomena of student moral and social crisis such as violence, fights, drug and alcohol abuse, crimes, depression and sexual deviation (United State Department of Health Service, 2000a, b). Preliminary data show that there were 47 schools associated violent deaths. In 2016, among students ages 12–18, there were about 749,400 victimizations at school and 601,300 victimizations away from school. During the 2015–16 school year, 10 percent of public school teachers reported being threatened with injury by a student from their school and 6 percent reported being physically attacked by a student from their school. Also in 2015–2016, about 37 percent of public schools (31,100 schools) took at least one serious disciplinary action for specific violence's (Zhang, et all, 2018). Another surveys showed 18.1 percent reported suicidal thoughts in the last month and 2.4 percent had attempted suicide in the past five years. Suicidal behavior was significantly higher in abused than in non-abused students (Baena et all, 2018). Therefore, an effective effort is needed to fixed moral crisis and student responsibility behavior in school and at the same time improving student's positive outcome (Catalano et al., 1998).

Teaching of responsibility and develop of good character in schools is sometimes not implemented comprehensively and well programmed because low of perception, acceptance and optimism of all educational tools (teachers, students, schools, parents). The main problem lies in the fact that teachers, parents, and students alike are not accepting Character Education with open arms (Chapman, 2011). Whereas "Good character and behavior are not inherited and formed automatically in the classroom, but rather learned and developed over time through a sustained process of teaching, example, learning, and practice" (Lickona, 1991; CEP, 2010; Josepshon, 2011; Graff, 2012). Therefore, It is helpful to design and implementing appropriate instructional and learning model including selecting content, communicating task, and providing for progression, feedback, and evaluation which performed in a lesson (Rink, 2001). Several pedagogical methods have been identified, such as Teaching personal social responsibility (TPSR) and scientific approach. Both will be hybridized and integrated in physical education because they have potential strategic to improve personal and social responsibility (Lickona, 1991). Physical education and sport are good medium for building personal and social responsibility (Hellison, 2011), sports also offer value ble opportunity to develop of life and social skills (Gadea & Jacobs, 2016). Instructional model based on Hellison's levels which is focused on personal and social responsibility development has been adapted, tested and refined in physical Education class and it has considerable ongoing success (Severinsen, 2014).

Teaching personal and social responsibility (TPSR) is a strategy to fostering responsibility through learning process that focus on student attitudes, values, and behaviors. TPSR consist of personal and social responsibility values related to respect, participation and effort, self-direction, and caring known as developmental levels or TPSR Level (Hellison, 1985, 1987, 2011). The rationalization of TPSR in the purpose of personal and social responsibility learning is believed to have an effect on character development, social problems solving and moral learning.

Table 1. Level of Teaching Personal Social Responsibility

Level	*Components*
I	***Respecting the right and feeling of others***
	Self-control
	The right to peaceful conflict resolution
	The right to be included
II	***Participation and effort***
	Self-motivation
	Exploration of effort and new tasks
	Courage to persist when the going gets tough
III	***Self-direction***
	On-task independence
	Goal-setting progression
	Courage to resist peer pressure
IV	***Helping others and leadership***
	Caring and compassion
	Sensitivity and responsive
	Inner strength
V	***Outside the gym***
	Trying these ideas in other areas of life being a role model

The implementation of TPSR aims to provide a variety of life skills learning and develop the physical and psychological aspect of at-risk adolescents (Wright, P.M., & Burton, S, 2008); Provide career descriptions and predictions (Walsh, D, 2008); Improve Self Control, Effort, Helping others, Self-worth, Self-direction, Teamwork/cooperation, Communication skills, Interpersonal relations, Sense of responsibility, Sportsmanship (Hellison, D., & Walsh, D, 2002); Applied the goal of

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effort in performing classroom tasks (Martinek, T., Schilling, T., & Johnson, D, 2001); Improving student social skills (Salamuddin and Harun, 2010); become a solution of disciplinary for students with special needs (wright & White, 2004); Developing respectful behaviors, self-control and treat one another kindly (Filiz, B, 2017); and Providing the youth meaningful career exploration in coaching (Walsh, 2013).

Problem based learning (PBL) is one of the scientific approaches which used in educational context by using the problem solving method. Although this approach is focused on student's cognitive development, but moral values is integral part of educational process. PBL is also believed to be a key and a bridge for the development of students' attitudes, skills, and knowledge. The PBL method facilitates skill development and increases learning motivation by providing students with opportunities to interact with and help one another (Luo, 2017); Effectively help students develop various abilities such as critical thinking and practical skills as well as enhance their learning motivation and volition (Liao & Huang, 2010). PBL is require participants to use teamwork, planning, goal setting, and integration of learned material from previous coursework, as well as other resources to solve problems (Clarke & Hubball, 2001; Torp & Sage, 1998). PBL provides a great opportunity for students to be part of an authentic curriculum that promotes active learning, a motivational environment and enjoyment (Estrada, 2017).

There are three main phases to the PBL approach to teaching: (1) revealing the problem scenarios, (2) finding information, and (3) discussing of the problem and applying knowledge to solve the problem (Barrows & Tamblyn, 1980). Physical Education Teacher Education (PETE) programs can also benefit from a PBL approach as another way to educate future professionals. Many instructors teach progressively, starting with lectures and discussions and later incorporating large-scale projects or written papers in order to help students learn essential skills for teaching physical education (Hushman & Owen, 2013). PBL may inspire a more intrinsic motivation in students to learn key concepts and theories in PETE. These learned concepts coupled with explored strategies about how to solve possible real -world educational problems will help future physical education teachers to navigate difficult situations and develop into expert teachers. Problem-based learning has been incorporated in youth team- sport settings to encourage greater team cohesion, address differing learning styles, and enhance critical thinking skills (Hubball & Robertson, 2004). Problem-based learning is a student-centered pedagogical strategy that poses real-world situations and provides resources, guidance, instruction and opportunities for reaction (Chow, Tsai, & Louie, 2008). In other words, learning is guided by challenging open-ended problems with no one "right" answer (Estrada, 2017).

The present study aimed at exploring the relevance of TPSR, PBL and physical education in senior high school. PBL is compatible with TPSR because both of these models are student center oriented and aim to achieve all aspect of learning including cognitive, affective, and psychomotor. The combination of TPSR and PBL then called as hybridization of TPSR + PBL are collaboration model applied in physical education as an innovation in teaching instructional model (Haerens et al, 2011). In addition to learning innovation, this hybridization is also to create meaningful learning design and comprehensive learning outcome. In order to produce learning outcomes that match teacher's expectations, teachers must adopt a multi-model approach in their teaching, because there is no a single model capable with all learning in Physical Education contexts (Metzler, 2005). Hybridizing TPSR + PBL is an innovation in teaching physical education to enhance student responsibility; it means a step forward because these elements have never been used to increase students' responsibility before. Therefore, the purpose of this study was to examine the effect of TPSR + PBL hybridization in physical education to enhance students' personal and social responsibility.

METHOD

Participants

Voluntary informed consent as prerequisite for participation in research has been distributed; approval was sought and given from the school and students for permission to trial the model and with the opportunity for feedback from all participants. A quasi experimental with pretest posttest control group design was used. A total of 122 participants both male and female student (age range 14–16 years) enrolled in two groups which are treatment group and control group and 4 PE teachers agreed to participate. Those teachers were selected based on their voluntary willingness, competence, and desire to collaborate in the research. The PE teacher in charge of the implementation had more than 5 years of experience; they also underwent a 30-hour workshop on both TPSR and Problem Base learning scientific ap-

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proach: theoretical and practical training, including games, tasks and pre-designed lessons for practice, analysis and discussion. On the other hand, all the students performing and the samples in this study are selected by intake class. All of them attended the same senior high school, located in an urban city in west java Indonesia. Therefore, intact classes were the focus of the study. The curricular experiences offered to the research participants were varied: intervention games and sports (i.e. basketball), team game (i.e. volleyball), physical fitness activity (i.e. conditioning), Track and field activities (i.e. jumping, running, and throwing) and martial art (i.e. fencing). Everything was modified to meet the participants educational needs: goals, contents, skills, tasks and assessment procedures. Two PE teachers with more than 5 years of teaching experience agreed to act as external observers of the intervention program. The two participating teacher conducted the whole intervention program.

Procedure

Permission to conduct the study was obtained from the researchers' University Human Ethics Committee. The school's headmaster was contacted to request collaboration, and written parental consent was obtained from all participants. Hybridizing TPSR + PBL was implemented during 10 sessions (once a week, 90 min each). The participating students were enrolled in two different classes, 58 students in intervention class and 64 students in control class. Both of class experienced the same learning unit but different model and teaching approach.

Intervention Program

This research tried to establish fidelity of the implementation through a rich description of the curricular elements of the unit, detailed validation of model implementation, and detailed description of the program context (Casey, 2014). The 10-lesson TPSR+PBL contained 4 basic TPSR lesson plan described by Hellison (2011) which are counseling time, awareness talk, lesson focus, group meeting, and reflection time. The central theme of the unit was physical education, it included the learning of intervention game, physical fitness activities, track and field activities, team game activities, and martial arts activities.

The TPSR daily program format consisted of counseling time done before, during and after each session; the teacher had constant contact with the students to foster their relation. Awareness talks at the beginning of each lesson, the teacher highlighted the personal and social responsibility goals to achieve. Lesson focus is the levels of the TPSR were integrated in each physical activity task. Group meeting at the end of the lesson, the teacher asked questions related to the levels worked (i.e. level 1: did you show respect to each other during the activities? level 2: did you spend your maximal effort in doing your tasks?). Reflection time to assess personally and socially responsibility each student based on the goals set at the end of each session. There was an individual and a whole class grading: ranging from a quick thumbs-up, thumbs away or thumbs-down response to a brief reaction. In addition, several instruments are given to assess student responsibility. This research also conducted the PBL included in the learning unit, Six steps are recommended in implementing PBL in a physical education unit: 1) establish the learning outcomes of the physical education unit, 2) assign student roles, 3) motivate students, 4) create a strategy document, 5) develop activities based on students' interests, and 6) present the solution to the problem (Estrada, 2017).

Table 2 Content Listing and Schedule

Session	Time (minute)	Responsibility Level	Learning material	Activity
1	90	Pre Test and Explanation of TPSR		
2	90	Responsibility level 1	Intervention game Basketball	Basketball like game (game modification)
3	90	Responsibility level 1	Martial art	Fencing like game (game modification)
4	90	Responsibility level 2	Physical Fitness Training	Strength & endurance training (game modification)
5	90	Responsibility level 2	Physical Fitness Training	Agility & flexibility training (game modification)
6	90	Responsibility level 3	Track & Field	Choice of activity: Running, jumping, throwing
7	90	Responsibility level 3	Track & Field	Choice of activity: Running, jumping, throwing
8	90	Responsibility Level 4	Team game	volleyball like game (game modification)
9	90	Responsibility Level 4	Team game	Badminton like game (game modification)
10	90	Post Test		

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First step, the problem about task activity was presented to the students in written form and they were asked to read the problem and encouraged to write their ideas. Second, the students identified learning issues related to the problem, the students served as a central focus point for the unit and represented the continuing cycle of problem definition, information gathering, analysis and synthesis of information, and problem redefinition. Third, the students gathered data to answer problem question, student looked up information from printed and electronic resources using both library research and the internet or other academic source are allowed. Fourth, the students reported on what they had done and prepared a report for the presentation to the classroom. Fifth, they carried out the experiments and finally each group has an oral and movement task presentation at the sixth stage. The students also submitted a group report that documented the group's findings and details of the inquiry process. The teacher evaluated the groups based on criteria related to both the process and the products movement of the project work. As the aim of the research project was to investigate the effects of a hybrid TPSR + PBL programme on physical education, several actions were planned and implemented.

All participants are given an explanation of TPSR, PBL and levels of responsibility. In this session students will be introduced to the TPSR program, purpose and objectives of TPSR, level of responsibility to be achieved, and strategies to achieve level. These actions were key elements to foster motivation and develop group cohesion among all students. This is done to encourage students to think critically and choose effective strategies to achieve the level of responsibility. Next, all the participant are given experience in Intervention game and martial art activities, this material is used in TPSR based on the reason that intervention game activity will stimulate student's interest and motivation. An intervention activity is competitive game that allows conflict and emotional reaction of student, such conditions may facilitate the students to resolve conflicts peacefully, appreciate and respect other students. These conditions are in accordance with the objectives of responsibility level 1.

Physical fitness activities will be presented in the form of a game that challenges the students to be motivated to spend maximum effort, such conditions make it possible to achieve responsibility level 2.Track and field activities has varying degrees of difficulty; students can choose the activities offered by the teacher. The process can stimulate students to determine the activities and learning strategies they will do. This condition is a strategy to achieve responsibility level 3 responsibilities. Team game, one of the reasons team game is included into TPSR program because these activity has cooperation value, students are required to work together and pay attention to the safety of others. In addition, this activity will also stimulate students to represent levels of responsibility that have been previously learned, while representing responsibility level 4. TPSR + PBL hybridization is present in the core of learning that is in lesson focus. In the lesson focus TPSR + PBL process consists of six stage learning process as described above and illustrated in the table 3. The PE teacher in charge of the implementation had more than 5 years of experience. He underwent a 30-hour seminar on both TPSR and scientific approach: theoretical and practical training, including games, tasks and pre-designed lessons for practice, analysis and discussion. A pilot study was conducted to develop the final intervention programme. Several combination strategies consist of training seminars, predesigned sessions, and video analysis was used to provide adequate training and support to the teacher prior.

Table 3. TPSR + PBL Program Outline

Teaching Segment	TPSR	
	PBL	Conventional
Opening	Apperception Warming Up	Apperception Warming Up
Core	**Awareness Talk** **Lesson Focus:** Presented the problem related to learning material Identified the problem Data analysis Answer the problem Practicing movement 6. Group presentation	**Awareness Talk** **Lesson Focus**: 1. Skill 2. Drill 3. Game
Closing	**Group Meeting** **Reflection Time** Cooling Down	**Group Meeting** **Reflection Time** Cooling Down

The instruments used in the research is TARE (Tool for Assessing Responsibility-based Education) (Wright, 2009), which adapted by the researcher in accordance with the purposes of this study. The original instrument consists of 4 main parts, the Observable

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Teaching Strategies is an observation instrument on the implementation of TPSR strategy, Personal-Social Responsibility Themes is an observational instrument of Themes TPSR using TPSR framework codes, Student Responsibility is an instrument to evaluate the responsibility of students who consists of five levels of responsibility by using the 5 Likert scale, Additional Comments or Contextual Notes is an additional sheet of description or actual records in the field. The TARE (Tool for Assessing Responsibility-based Education) created by Wright (2009) has an inter-rater reliability score of 0.80, including the high category and eligible to be used as a research instrument. For the purposes of this study, the Tool for Assessing Responsibility-Based Education (TARE) is adapted to the needs of the research. In this study, the studied behavioral responsibilities consist of four levels of personal and social responsibility based on the Responsibility Level Hellison (2011) which is respect, participation and effort, self-direction, and caring. The instrument used in this study has been tested, so it becomes a valid and reliable instrument. Based on the validity test revealed that a valid statement consists of 48 items from 50 items about the trial; there are 2 items of invalid statements which are deleted and not used in the data collection. The instrument has a cronbach's Alpha value of 0.980 and is including the high criterion, so the instrument is eligible to use in this research.

RESULT

Table 4. Descriptive statistics for pre-test and post-test on the experiments

Pre		Post		Differences	
				Pre-post	
TPSR PBL	TPSR Conventional	TPSR PBL	TPSR Conventional	TPSR PBL	TPSR Conventional
$\overline{X}$ = 2.8385 SD =0. 55632 N = 62	$\overline{X}$ = 2.9417 SD =0.45797 N = 60	$\overline{X}$ = 3.3244 SD =0.41975 N = 62	$\overline{X}$ = 3.2630 SD =0.40602 N = 60	$\overline{X}$ = 0.4859 SD = 0.1721 N = 62	$\overline{X}$ = 0.3213 SD =0.1374 N = 60

The description of the study described in Table 4 represents the result of student responsibility taken on pre and post treatment. Based on pretest results, the average student responsibility on TPSR+PBL (2.8385) is lower than conventional one (2.9417). Meanwhile based on post test result, the average student responsibility on TPSR+PBL (3.3244) is higher than conventional one (3.2630). Mean difference for pre-posttest of TPSR+PBL is higher (0.4859) than TPSR conventional (0.3213). To know the effect of TPSR + PBL to student's responsibility, then do inferential test by using paired sample t test, meanwhile to prove the difference of effect from both treatment is done by independent sample t test as will be explained below.

Table 5 Paired sample t-test for Responsibility Level

Group	t	df	Sig. (2-tailed)
TPSR + Scientific	6.859	61	0.000
TPSR Conventional	6.874	59	0.000

To analyze the data, researcher used paired sample t-test to prove the significance of the effect of Hybridization of TPSR+PBL approach to enhance student's responsibility. The analysis using two tailed test and 0.05 significance level. The analysis data as illustrated on table 5 showed that there is a significance effect of TPSR learning material to enhance students responsibility ($t = 6.859$, $p = 0.00 < 0.005$), so that hybridization of TPSR + PBL in physical education is effective to enhance students responsibility. Other than that, research also found that TPSR with conventional learning is also affect to students responsibility ($t= 6.874$, $p = 0.00 < 0.005$). However based on the result of independent sample t-test on table 6 found that there are significance differences between the TPSR learning material and conventional learning material in enhancing students responsibility ($t = 0.13$, $p = 0.00 < 0.05$). Mean TPSR+PBL is higher than TPSR conventional ($0.0061 > 0.0010$) as showed on table 4.

In addition to statistical proof, the results of this study are also supported by the actuality of the field study based on observations on learning process using TPSR + PBL hybridization. Based on the observation, the group of students who intervened using TPSR + PBL showed an enhancement in their responsibilities, seen from the attitude of students during the learning activities. During the learning process, at the start until the end of the intervention, students showed significant changes in attitudes. The change of attitude as observed during the conduct of the test shows that the students are more respectful and appreciative when their friend or teacher is speaking in front of the class. Students are also willing to cooperate and to be actively involved in the learning process. In addition, students are able to

learn independently with their groups in solving the problems of learning task provided by teachers. They are also able to give motivation each other and show concern for other friends, especially when their friend have difficulty in doing learning task.

Table 6. Independent sample t-test for gain score between groups

t	df	Sig. (2-tailed)	Mean Difference
0.13	120	0.013	0.0051

Picture 1 & 2 Task explanation by teacher and respect process by students

Picture 3 & 4 Learning Activity, Motivation, Participation and Effort

The picture showed the process of learning, Teachers are explained the task and activity in front of the class. The influence of TPSR + PBL is seen on a change of student attitude, they are more respectful to each other, no fuss, be able to listen and pay attention when the teacher or another student are talking to the class. Respect for others is intended to provide a psychologically and physically safe place for all students and to confront students who need to deal with issues of self-control and respect (Hellison, 2003). Learning Respect for the right and feelings of others has three related aspect, that are self-control, the right to peaceful conflict resolution, and the right of everyone to be included in any activity in the class (Hellison, 2003). Self-control can start by trying to control selfish behaviors and students become more sensitive to others feeling. The ability to solve conflict resolution helps student to learn the value of resolving conflict peacefully and democratically. Another aspect is all student has the right to be included in any class activity, this is mean that all student deserves to take apart in class activity whether or not they are skilled and regardless of gender, race, ethnicity, or sexual preference.

Positive changes in motivation and participation are also shown when students perform learning activities, it is seen from their enthusiasm and spirit in following the learning process. Hybridization TPSR+PBL become a media for student getting positively experience in learning physical education. Some students were not attending the physical education classes, one of the reasons is lazy and lack of motivation because PE class is considered unattractive. Hybridization of TPSR+PBL using a strategy to help students found and take responsibility for their own self-motivation, exploring effort and trying out new task, and introducing the students to a variety of personal definitions of success. This strategy can eventually develop student participation, effort and motivation. Another feedback from the teacher is also important to boost their motivation such as saying “Try your best, don’t give up” or “Try it you might like it” (Martinek, 1993).

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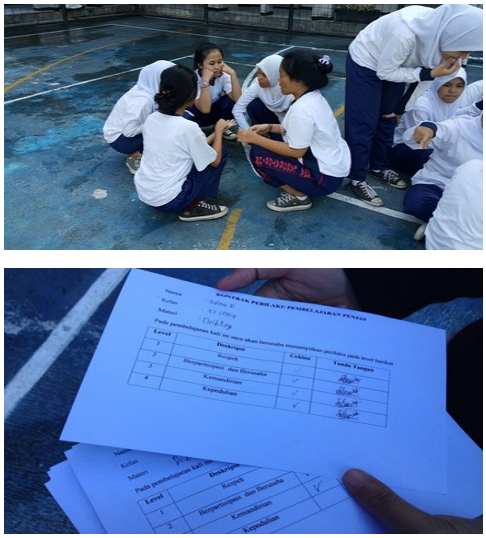

Picture 5 & 6 Group Discussion, Level Contract, Self-Direction and Caring

The attitude of cooperation and self-direction are shown by students when they hold discussions and perform tasks in groups. A change in the attitude of responsibility is also reflected in sensitivity of students to others and their environment; students are more concerned about others and willing to help their friends in the learning process. A phenomenon of curiosity and a sense of willing to help each other are also shown when other students get into trouble and fall off, and then other students help attentively. Self-direction explained the diversity of students' talents, needs, and interests by encouraging reflective choice. A student who has a good self-direction can learn on task independence, making self-goal setting progression and developing their uniqueness. On the other side when students are working together they can represent their interpersonal skill of sensitivity and responsiveness, act out of caring, and compassion each other. In this learning process, students can develop their inner strength in interpersonal relations skill. They can improve their interpersonal skill of listening and responding of others without being arrogant, helping others resolves problem peacefully, recognize others needs and feelings, and attempt to counter self-ego.

DISCUSSION

Result shows that hybridization of TPSR + PBL has a significant effect in improving student's Personal and social responsibility, it is also strengthened by the results of the analysis that TPSR + PBL more effective than TPSR conventional. Social responsibility can be improved through TPSR program using specific strategies in physical education (Salamuddin & Harun, 2010). Hybridization of TPSR+PBL proved to increase respect of students, it is shown by the way student listen to others, not making a fuss, and paying attention when teachers or other students were talking in front of the class. Cooperation and self-direction are shown by the students when they are discussing and perform the task of moving in groups. TPSR is believed to be able to improve students' personal and social responsibility in the aspects of Self-control, Effort, Helping others, Self-worth, Self-direction, Teamwork / cooperation, Communication skills, Interpersonal relations, Sense of responsibility, Sportsmanship (Hellison, D, & Walsh, D, 2002). Positive changes in motivation and active participation are also shown when students perform learning activities, it can be seen from their enthusiasm and motivation of students in following the process of learning physical education. Changes in student responsibilities are also shown by increased susceptibility to others students and the environment, students show caring and willing to help other in the learning process. Caring and willingness to help others show when other students get into trouble or get hurt, then they help out voluntarily.

The effect of hybridization occurs because TPSR's framework, content, document and strategy in accordance with PBL approach. The role of TPSR in character building and responsibility will occur through changes in feelings, attitudes, values, and behaviors if participants are involved and shows quality of their involvement as expected in the TPSR (Hellison, 2011). This research tries to do TPSR hybridization with PBL by programmed, organized, and fulfilling the research

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method. In addition, this research seeks to address the relevant theories to TPSR and learning, so that the framework is maintained and in accordance with the direction of the theories. Intervention programs in this study follow the direction of value on education theory (Lickona, 1991) to create holistic and comprehensive learning. When intervening, teachers not only instill knowledge of responsibilities, but also motivate and provide reinforcement to students in order to have a desire to be responsible. Once the desire for responsibility is explored, students will find it easier way to practice and apply those attitudes in real life. The development of character toward virtue and responsibility should pay attention to "the aspects of knowing, desiring, and doing" (Lickona, 1991), teachers should motivate and facilitate students to demonstrate responsibility by participating in physical education activity. Providing continuous feedback, awareness talk, and reflection is one of the keys to instill responsibility to be attached to the student. The contribution of teachers in the implementation of TPSR is also one of the keys to achieve learning objectives. Understanding, optimism, and sincerity of teachers is an important factor behind successful program implementation. The teacher's perception of the implementation of learning program is very important, "The main problem lies in the fact that teachers, parents, and students alike are not accepting Character Education with open arms" (chapman, 2011).

The hybridization of TPSR+ PBL aims to form students holistically (head, heart, hand), and it has a common foundation in the concept of student learning. This collaboration method or approach causes a positive effect on student; it is also fresh and innovative approach to the Teaching Personal and Social Responsibility model (TPSR). Several studies have successfully collaborated on TPSR with other models or approaches, Walsh (2008) empowering youth through the exploration of combination the theory of possible selves with TPSR model and it was effective in providing the participants a meaningful career exploration in coaching; Step in Models-based Practice also hybridizing cooperative Learning and Teaching for Personal and Social Responsibility (Rio, 2014); Hybridizing Sport Education and Teaching for Personal and Social Responsibility to include students with disabilities (Menendez & Rio, 2017).

The selection of scientific learning methods combined with TPSR is considered appropriate as both of them have the same orientation in a comprehensive learning process. The TPSR strategy and PBL approach are equally student oriented (student centered approach) as well as referring to the three aspects of the learning process: attitude, knowledge, and skills. Conformity in principle, orientation and learning process between TPSR and PBL approach resulted in the achievement of learning objectives in this study, that is the improvement of student responsibility. TPSR model is probably not the only “weapon” to help students become more personally and socially responsible, but research has shown that it can surely help and it can be a great complement for Problem based learning. However, the success of model or hybridization of models “it is dependent on the pedagogical skill and subject knowledge of the practitioner” (Casey, 2014) and it is worth the effort.

CONCLUSION

The hybridization of TPSR+PBL approach in physical education to a group of senior high school students produced positive outcomes in personal and social responsibility: respect, participation and effort, self-direction, and caring. The hybrid model implemented in this study provides a strong framework to create positive and meaningful environments in Physical education. Limitations of this research are first, the number of participants was very limited. Second, sampling technique using intake class. Third, the program is only conducted in school with only one PE class a week. For disclosure statement researcher state that there was no potential conflict interest was reported.

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