

Development of Teaching Personality and Social Responsibility (TPSR) Courses of Elementary School Physical Education

Fajar Sidik Siregar¹, Arifin Siregar², Daitin Tarigan³

{ fajar.sidik@unimed.ac.id¹, arifinsiregar72@gmail.com², daitintarigan@gmail.com³ }

Department of Elementary School Teacher Education, Universitas Negeri Medan, Indonesia¹

Department of Elementary School Teacher Education, Universitas Negeri Medan, Indonesia²

Department of Elementary School Teacher Education, Universitas Negeri Medan, Indonesia³

Abstract: Fundamental inquire about goals are: 1) To deliver a item Advancement Show Educating Identity And Social Duty (TPSR) within the Subject of Physical Instruction in Basic Schools that are substantial. 2) To test the viability of the Advancement of Educating Identity And Social Duty (TPSR) Demonstrate in Rudimentary School Physical Instruction Courses. The inquire about strategy employments a 4-D demonstrate which is an expansion of Characterize, Plan, Advancement and Spread. The area of the research was carried out within the Essential School Instructor Instruction Ponder Program, FIP UNIMED. The populace of this inquire about is all understudies of the Stambuk Basic School Instructor Instruction Ponder Program 2020 totaling 225 individuals. The investigate test was carried out haphazardly, to be specific lesson J Customary 2020 totaling 23 individuals. Information collection procedures in this ponder utilized interviews, surveys and documentation. The comes about of the improvement of the Educating Identity And Social Duty (TPSR) Demonstrate Improvement were gotten (1) The comes about of the fabric master approval as a entire appeared that the Advancement of the Instructing Identity And Social Obligation (TPSR) Show was expressed to be exceptionally substantial (96%) and the comes about of the media master approval as a entirety were expressed to be exceptionally substantial (93.3%) (2) The comes about of the viability test have an normal esteem of 77,391 with the completeness criteria "Total". The conclusion of the investigate is that the Improvement of the Educating Identity and Social Duty (TPSR) show is substantial and compelling for utilize within the Physical Instruction Course for Rudimentary School Instructors of Basic School Instructor Instruction Workforce of Instruction, State College of Medan.

Keywords: Development, Model, Teaching Personality And Social Responsibility (TPSR), Physical Education, Elementary School

1. Introduction

One of the subjects in Elementary School that must be mastered by graduates of Elementary School Teacher Education, Faculty of Education, State University of Medan is Elementary School Physical Education. Harsuki in Wijaya asserts that education is used to build a golden generation and will not be complete without Physical Education in it. Samsudin emphasized in Ramadhan, because in physical education there is "education through one's body" or participating in physical activities, students can also master skills and knowledge, develop aesthetic appreciation (beauty), develop generics based on scientific knowledge that is

mastered by students. students, as well as the formation of positive attitude values, and improving physical conditions to achieve physical education [1].

According to Bailey, the advantages of Physical Education subjects are not only in affective formation, but also physical and educational benefits for children. Physical benefits are usually in the form of increased fitness, movement skills, and habits of doing physical activity, while for education it includes social, affective, cognitive [2]. Elementary School Teacher Education students who take Physical Education courses are challenged how to become a teacher and must be able to manage learning in order to create a pleasant learning atmosphere both inside and outside the classroom. Indeed, basically physical education lessons are identical with physical activities or gestures carried out outside the classroom. Movement material must be applied from an early age or since the child is in elementary school,

Speakers are one of the supporting subjects who play a part in executing the educational programs targets. The part of the teachers incorporates compiling learning apparatuses. Learning instruments are a implies for speakers to get ready for the course of address exercises. Speakers are required to create learning instruments that are in understanding with the capacities or possibilities of understudies. A great learning device may be a learning tool which when connected is able to create understudies dynamic in learning exercises and able to get it the fabric being instructed.

Lately, the world has been shocked by the outbreak of the coronavirus disease which is usually also called covid-19. This virus started from one country, namely Wuhan China which then spread quickly to various countries including Indonesia, which is now starting to experience many Covid-19 transmissions. Covid-19 is reported to have originated because of bats, rats, and civets, most of which the majority of the people of Wuhan China consume these animals. This virus has spread widely to various countries including Indonesia and has an impact on various fields such as economy, politics, and especially education. At this time the world of education is experiencing a very big problem with the Covid-19 virus attack. This virus attack has greatly impacted the implementation of learning at all levels of education starting from Kindergarten, Elementary School, Junior High School, Senior High School, and even up to the university level. To overcome this problem, the government has started implementing distance learning or online learning. Of course, for Junior High School, Senior High School, it is not too foreign to hear online / online learning even for universities including Elementary School Teacher Education, Faculty of Education, State University of Medan, there is no foreign word to hear online / online learning. However, as a lecturer in Elementary School Physical Education, he faces increasingly difficult challenges.

The results of observations from lectures for 2019 stamps when lectures are online, have difficulty in the lecture system because students who are less disciplined when entering online, do not care, are individual / cannot work together, lack respect for fellow friends and students consider the material presented in the previously developed E-Book to be less in-depth and broad so that requires books and learning models that can develop students' personal and social skills. Based on the problem above, the researcher uses a model through the Teaching Personal and Social Responsibility (TPSR) approach, because the Teaching Personal and Social Responsibility (TPSR) model itself consists of two sentences, namely Personal Teaching or personal responsibility. This model can be used to increase students' responsibility and confidence in their ability to perform certain tasks. The Teaching Personal and Social Responsibility (TPSR) model aims to trigger an increase in the quality of movement abilities in students. In line with Munir's opinion in Nurina, Sukoco's responsibility at the lowest level is a person's ability to carry out obligations due to encouragement from

within or can be called the call of the soul [3]. The model that will be developed in the research is expected to be able to change the behavior of students by assuming that one day they will become elementary school teachers and believe that their choice is the call of the soul. So that students do not choose the subjects they like and don't like. Because, elementary school teacher education graduates must become elementary school teachers who master all fields of study to elementary school. In line with, Hellison within the diary Nurina, Sukoco (2014) concludes that the Instructing Individual and Social Responsibility (TPSR) learning demonstrate may be a set of thoughts that developed out of endeavors to assist at chance children take more duty for their individual and social advancement within the setting of physical movement. By going through a few levels (Level Unreliability, Level I Regard, Level II Interest, Level III Self Heading, Level IV Caring) in this demonstrate, it is trusted that understudies can have characters that are in agreement with Educating Individual and Social Duty (TPSR). Sukoco (2014) concludes that the Instructing Individual and Social Obligation (TPSR) learning show could be a set of ideas that developed out of endeavors to help at risk children taking more obligation for their individual and social improvement within the setting of physical movement. By going through a few levels (Level Unreliability, Level I Regard, Level II Interest, Level III Self Heading, Level IV Caring) in this show, it is trusted that understudies can have characters that are in agreement with Instructing Individual and Social Responsibility (TPSR). Sukoco (2014) concludes that the Educating Individual and Social Responsibility (TPSR) learning demonstrate could be a set of thoughts that developed out of endeavors to help at hazard children taking more duty for their individual and social advancement within the setting of physical movement. By going through a few levels (Level Recklessness, Level I Regard, Level II Support, Level III Self Course, Level IV Caring) in this show, it is trusted that understudies can have characters that are in agreement with Instructing Individual and Social Duty (TPSR).

Regarding instructional learning, one strategy that can be integrated into physical education, sports and health to increase responsibility, life skills or character is the Teaching Personal and Social Responsibility (TPSR) Strategy developed by Don Hellison [4] . The choice of this technique is based on the thought that the TPSR learning show may be a social formative program which encompasses a technique to engage the potential of understudies through physical instruction, sports and health. Based on the issues over, the analyst gives an elective in an exertion to extend participation in Rudimentary Physical Instruction addresses, specifically creating a show of Physical Instruction Courses through the Educating Individual and Social Duty (TPSR) approach. Based on the clarification over, the title was named: "Improvement of a Instructing Individual and Social Obligation (TPSR) Show within the Physical Instruction Course for Rudimentary Schools, Essential School Instructor Instruction Ponder Programs, Workforce of Instruction, State College of Medan". Based on the foundation of the issue over, the detailing of the issue in this ponder is 1) How is the item improvement of the Educating Individual and Social Obligation (TPSR) item within the Physical Instruction Course of Basic School Instructor Instruction Think about Program Basic School Workforce of Instruction Medan State College? 2) How is the viability of the Improvement of the TPSR (Educating Identity and Social Obligation) Show within the Physical Instruction Course of the Basic School Instructor Instruction Consider Program, Staff of Instruction, State College of Medan? at that point the detailing of the issue in this think about is 1) How is the item advancement of the Teaching Individual and Social Obligation (TPSR) item within the Physical Instruction Course of Basic School Educator Instruction Consider Program of Rudimentary School Staff of Instruction, State College of Medan? 2) How is the adequacy of the Advancement of the TPSR (Instructing Identity and Social Duty)

Demonstrate within the Physical Instruction Course of the Basic School Educator Instruction Consider Program, Workforce of Instruction, State College of Medan?

2. Methods

The sort of investigate utilized in this inquire about is inquire about and improvement (R&D). R&D could be a investigate strategy utilized to deliver a specific item and test the viability of that item. Investigate and advancement, or research and improvement (R&D), is product-oriented within the field of instruction. This is often done to assist instructors provide learning materials more successfully. Inquire about and advancement or inquire about and advancement is inquire about that produces certain items and tests these products.

This think about points to create the TPSR (Instructing Identity and Social Obligation) Show within the Physical Instruction Course for Rudimentary Schools, Essential School Educator Instruction Ponder Programs, Workforce of Instruction, State College of Medan. Concurring to Thiagarajan, this investigate method adjusts the Inquire about & Improvement (R&D) advancement demonstrate utilizing the 4D show which is an expansion of Characterize, Plan, Improvement and Spread. It can be portrayed as appeared in Figure 1.

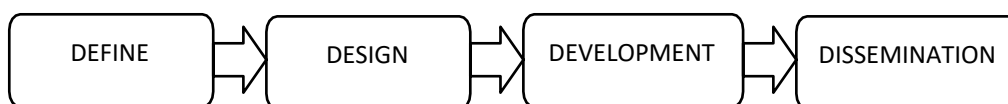


Fig.1. Research and Development Steps According to Thiagaraja (1974)

Based on Figure 1, the taking after clarification is given. Characterize Contains exercises to decide which items will be created and their details. Plan (plan) incorporates the movement of planning a foreordained item. Advancement incorporates exercises to form a plan into a item and test the adequacy of the item more than once until the product is created agreeing to the required specifications. Dissemination includes exercises to spread test items for the good thing about others. Inquire about and advancement produces items within the frame of objects (equipment) additionally in form (program). The item created can be within the frame of educating materials for the TPSR (Instructing Identity and Social Duty) Show within the Physical Instruction Course for Rudimentary Schools, Essential School Educator Instruction Consider Programs, Staff of Instruction, State College of Medan. In this consider, analysts deliver items within the form of objects (hardware) conjointly within the shape of (software). The item created in this investigate and improvement is within the shape of educating materials for the TPSR (Educating Identity and Social Obligation) Show within the Physical Education Course at the Basic School of the Workforce of Instruction, State College of Medan. This investigate was conducted to help speakers in conveying subject matter to students and analysts trusted that students would be able to more effectively get it the subject matter. In this ponder, analysts create items within the frame of objects (equipment) additionally within the frame of (computer program). The item created in this investigate and improvement is within the frame of instructing materials for the TPSR (Educating Identity and Social Duty) Demonstrate within the Physical Instruction Course at the Basic School of the Workforce of Instruction, State University of Medan. This investigate was conducted to help teachers in conveying subject matter to understudies and analysts trusted that understudies would be able to more easily get it the subject matter. In this study, researchers deliver items

within the shape of objects (equipment) additionally within the frame of (computer program). The item created in this inquire about and advancement is within the frame of instructing materials for the TPSR (Instructing Identity and Social Obligation) Show within the Physical Instruction Course at the Rudimentary School of the Staff of Instruction, State University of Medan. This investigate was conducted to help teachers in conveying subject matter to understudies and analysts trusted that understudies would be able to more effectively get it the subject matter.

The area of the investigate was carried out at the Basic School of the Staff of Instruction, State College of Medan. which was found on Jl. Willem Iskandar / Pasar V, Medan. The populace of this think about was all understudies of Stambuk Basic School Instructor Instruction 2020 totaling 225 understudies comprising of 11 (AK) customary and expansion classes. The test of this think about was carried out in a course program and one lesson was chosen, specifically the J Standard 2020 course, which comprised of 23 understudies. Based on Figure 1, the 4D Show improvement strategy (Four - D Show proposed by Thiagarajan is Characterize, Plan, Advancement, and Spread). From the advancement method utilizing the 4D show, it can be seen within the clarification underneath.

Define Stage

The reason of this arrange is to decide and decide the conditions of the address, counting the learning targets and impediments of the address fabric. This organize incorporates five steps, to be specific preparatory investigation, understudy investigation, concept examination, assignment examination and deciding learning destinations.

Design Stage

The purpose of this stage is to produce a learning prototype/draft which includes the development of test questions and learning materials. This stage includes three steps, namely the preparation of the test, the selection of the format, and the initial design. The formulation of the format includes the selection of the content design format, the selection of learning strategies and learning resources. Choose the format used to design the content of the material in accordance with the Teaching Personal and Social Responsibility (TPSR) Model in Elementary School Physical Education Courses. The initial design is the design of the Teaching Personal and Social Responsibility (TPSR) Model for Elementary School Physical Education Courses for Elementary School Teacher Education students. The lecture model designed is in the form of e-book teaching materials. In the manufacture of teaching materials.

Development Stage

The reason of this organize is to create the ultimate frame of learning devices created at the arranging arrange and to get criticism through recuperation assessments. This arrange incorporates two steps, to be specific the appraisal of fabric specialists and media specialists. Spread Arrange The reason of this organize is to conduct a legitimacy test and agreeable choice of the TPSR (Instructing Identity And Social Responsibility) Show item within the Basic School Physical Instruction Course which has been tried and reexamined, at that point dispersed to the field. The step taken at this organize is the spread of the TPSR (Instructing Identity And Social Duty) Show in Basic School Physical Instruction Courses to be utilized in Rudimentary School Educator Instruction through addresses.

Collecting investigate information utilizing meet rebellious, surveys and documentation. In this research the meet was tended to to Rudimentary School Instructor Instruction understudies who took Rudimentary School Physical Instruction courses. Interviews were conducted with the point of looking for beginning information/data. Agreeing to Sugiyono, interviews are utilized when analysts conduct preparatory considers to discover issues and possibilities to be examined and need to know the conclusions and in-depth things of respondents. In this ponder, unstructured interviews were conducted. In any case, analysts still utilize meet rules so that the meet fabric remains centered on the issues to be considered [5].

Concurring to Sugiyono, proposes that the survey could be a information collection strategy that's done by giving a set of questions or composed articulations to respondents to reply [5]. Survey is an successful and proficient information collection procedure in collecting information from respondents. Questionnaires/questionnaires are used when conducting validation which aims to find out responses from material and teaching material experts, and student responses regarding interest in the product so that a score is obtained from the content contained in the teaching materials as a revision of the product being developed. Documentation is the collection of data obtained from written and illustrated, recorded, and printed results. Documentation in this study obtained data and strengthened by photos and videos during the research.

The information gotten from this consider are subjective and quantitative, counting 1) approval of educating materials with the Improvement of the Individual and Social Duty Instructing Show (TPSR) in Basic School Physical Instruction Courses utilized in learning carried out by specialists in instructing materials validators utilizing approval sheets. . 2) The Educating Individual and Social Duty (TPSR) item within the Basic School Physical Instruction Course within the Basic School Physical Instruction course will be tried for effectiveness by conducting a coordinate commonsense test or within the frame of a understudy video report.

Subjective information were gotten from interviews with respect to Rudimentary School Physical Instruction Courses some time recently conducting the investigate. The result could be a student's starting understanding of the Basic School Physical Instruction fabric, the coming about address demonstrate and the achievability of the Personal and Social Obligation Educating Show (TPSR) within the Rudimentary School Physical Instruction Course. Subjective information in inquire about can too be within the shape of feedback and proposals put forward by fabric specialists, plan specialists. The information is analyzed to progress and decide the possibility of the coming about item advancement. Analysis of the quantitative data used in this study were collected from questionnaire data which aims to obtain a proper description of whether or not the Teaching Personal and Social Responsibility (TPSR) Model in the Elementary School Physical Education Course was used. In quantitative data analysis, there are two types of questionnaire analysis, namely questionnaire data from teaching materials experts, and student response questionnaires. The examination of the achievability of educating materials with the Educating Individual and Social Obligation (TPSR) Show within the Physical Instruction Subject of Basic School learning is utilized from the comes about of surveys from specialists both fabric specialists and plan specialists. In creating the TPSR (Educating Identity And Social Obligation) Demonstrate in Rudimentary School Physical Instruction Courses. The legitimacy is expecting to test the achievability of the Individual and Social Responsibility Teaching Demonstrate (TPSR) within the Basic School Physical Instruction Course which was created based on the substance of the Semester Address Plan.

The scores obtained from the questionnaire were analyzed using a Likert Scale consisting of several categories as follows:

Table 1. Guidelines for the Likert Skala Scale

No	Score	Information
1.	Score 5	Very good / Very decent
2.	Score 4	Good / Decent
3.	Score 3	Good enough / Decent enough
4.	Score 2	Not good / Not worth it
5.	Score 1	Very not good / Very less worthy

From the normal score gotten at that point changed over into subjective information employing a Likert scale. The classification criteria for the evaluation of the Advancement of Individual and Social Obligation Instructing Show (TPSR) in Basic School Physical Instruction Courses are as takes after.

Table 2. Eligibility Quality Criteria *Teaching Personal and Social Responsibility*

Range Score Percentage	Score Interval	Qualification	Information
81% - 100%	81-100	Very good	Very decent, no need to revise
61% - 80%	61-80	Well	Decent, no need to revise
41% - 60%	41-60	Pretty good	Decent enough, needs to be revised
21% - 40%	21-40	Not good	Not worth it, needs to be revised
0 - 20%	21	Not very good	Very inadequate, needs to be revised

Educating materials are said to be doable in the event that they have come to a least rate of 61% in great quality. In this way the item can be utilized as an e-book instructing fabric for Rudimentary School Physical Instruction Courses for Basic School Educator Instruction Consider Program Understudies, Staff of Instruction, State College of Medan.

3. Results

The comes about of the consider will talk about the comes about of the approval of fabric specialists and media specialists for the advancement of the Individual and Social Obligation Educating Demonstrate (TPSR) in Basic School Physical Instruction Courses. This organize is

carried out with two validations, to be specific the approval of fabric specialists and media specialists. There are two sorts of information gotten in this think about, to be specific quantitative information and subjective information. Quantitative information comes from the evaluation of the survey employing a Likert scale. Whereas subjective within the shape of evaluations from fabric specialists and media specialists. The taking after is the introduction of information and investigation of the survey evaluation information by fabric specialists and media specialists.

Material Expert Validation

The item that has been completed by the analyst is within the shape of a Educating Individual and Social Responsibility (TPSR) Show within the Basic School Physical Instruction Course until it is considered substantial (suitable) and can be utilized within the learning handle by counting an assessment survey by Mr. Dr. Winara, S.Si., M.Pd. as a teacher within the Rudimentary School Instructor Instruction Ponder Program, Staff of Instruction, State College of Medan with the taking after information securing:

Table 3. Material Expert Validation Results

Assessment Aspect	Before Revision Total score	After Revision Total score
1. Aspects of Material Content	7	13
2. Aspects of Material Presentation	18	20
3. Language Aspect	15	15
Total	40	48
Category	"Worthy"	"Very Worth It"
Average value	Average = $\frac{40}{50} = 0,8$	Average = $\frac{48}{50} = 0,96$
Average Percentage	$\frac{40}{50} \times 100\% = 80\%$	$\frac{48}{50} \times 100\% = 96\%$

The first material validation was carried out on August 4, 2022 which obtained a total percentage of 80% with the "Eligible" category where the field trials were in accordance with the revisions given by the validator. After the researchers made revisions according to the direction of the validator, the second material validation was carried out on August 7, 2022, obtaining a percentage of 96% with the category "Very feasible".

Learning Media Expert Validation

Media validation was carried out with the aim of knowing the feasibility of the media from the design of the Teaching Personal and Social Responsibility (TPSR) Model in the Elementary School Physical Education Course until it was declared valid (appropriate) and could be used during the learning process. Product validation by media experts was carried out by STMIK Royal Kisaran lecturers, namely Mr. Wiwin Handoko, S.Kom., M.Kom. with data acquisition as follows:

Table 4 . Media Expert Validation Results

Assessment Aspect	Before Revision Total score	After Revision Total score
1. Content Aspects	15	15
2. Aspects of Design or Appearance	41	54
3. Language Aspect	15	15
Total	71	84
Category	"Worthy"	"Very Worth It"
Average value	$\frac{71}{90} \times 100 = 0,788$	$\frac{84}{90} = 0,933$
Average Percentage	$\frac{71}{90} \times 100\% = 78,8\%$	$\frac{84}{90} \times 100\% = 93,3\%$

The primary media approval was carried out on September 9, 2022 which gotten a add up to rate of 78.8% with the "Qualified" category where the field trial was in agreement with the modification given by the validator. After the analysts made corrections in understanding with the headings from the validator, the moment media approval was carried out on September 15, 2022, getting a rate of 93.3% with the "Exceptionally doable" category.

Analysts tried the adequacy of the Individual and Social Obligation Educating Show (TPSR) on the Rudimentary School Physical Instruction Course with the point of knowing the affect of the Individual and Social Duty Instructing Show (TPSR) on the Rudimentary School Physical Instruction Course that had been created. In the event that the expanding educating capacity of Physical Instruction gotten by understudies increments and comes to the least completeness criteria, the Instructing Individual and Social Duty (TPSR) Show within the Basic School Physical Instruction Course is considered compelling within the learning prepare. Analysts conducted a pretest and post test to decide the level of adequacy of the Individual and Social Obligation Educating Show (TPSR) in Rudimentary School Physical Instruction Courses.

Table 5. Pre-Test Results of the Teaching Personal and Social Responsibility (TPSR)

Respondent	Pretest Score	Completeness Criteria
S1	70	Complete
S2	50	Not Complete
S3	70	Complete
S4	55	Not Complete
S5	70	Complete
S6	55	Not Complete
S7	70	Complete
S8	50	Not Complete
S9	60	Not Complete
S10	80	Complete
S11	65	Not Complete
S12	50	Not Complete
S13	55	Not Complete
S14	70	Complete
S15	65	Not Complete
S16	60	Not Complete
S17	70	Complete

S18	55	Not Complete
S19	70	Complete
S20	70	Complete
S21	50	Not Complete
S22	60	Not Complete
S23	70	Complete
Amount	1,440	
Average	62,608	
Number of Completed Students	10	Minimum
Number of Unfinished Students	13	Completeness Criteria = 70

Understudy learning results are seen based on the comes about of the pretest some time recently utilizing the Instructing Individual and Social Obligation (TPSR) show, numerous of which are fragmented and don't meet the foreordained Least Completeness Criteria, the normal esteem gotten by understudies through the pretest is 62,608 with the "Sufficient" category with the criteria completeness "Not Total". The understudy learning results after utilizing the Individual and Social Duty Educating Show (TPSR) which have been created are as takes after:

Table 6. Post Test Results of the Teaching Personal and Social Responsibility (TPSR)

Respondent	Pretest Score	Completeness Criteria
S1	75	Complete
S2	70	Complete
S3	80	Complete
S4	75	Complete
S5	80	Complete
S6	75	Complete
S7	80	Complete
S8	65	Not Complete
S9	80	Complete
S10	90	Complete
S11	80	Complete
S12	70	Complete
S13	75	Complete
S14	80	Complete
S15	80	Complete
S16	80	Complete
S17	80	Complete
S18	75	Complete
S19	80	Complete
S20	90	Complete
S21	65	Not Complete
S22	75	Complete
S23	80	Complete
Amount	1,440	
Average	77,391	
Number of	21	Minimum Completeness Criteria =

Completed Students	70
Number of Unfinished Students	2

Based on table 6, the students' post-test learning outcomes after using students who have been developed meet the Minimum Completeness Criteria, the average value obtained after using Students has increased to 77, 391 by obtaining the completeness criteria "Complete". After the researchers conducted the pretest and posttest, to find out the increase in understanding of Physical Education Courses, a comparison of scores before and after using students was carried out which can be seen in the following table:

Table 7. Value of the Teaching Personal and Social Responsibility Pre-Test and Post-Test

No.	Name	Pre-Test Score	Post Test Score
1.	S1	70	75
2.	S2	50	70
3.	S3	70	80
4.	S4	55	75
5.	S5	70	80
6.	S6	55	75
7.	S7	70	80
8.	S8	50	65
9.	S9	60	80
10.	S10	80	90
11	S11	65	80
12	S12	50	70
13	S13	55	75
14	S14	70	80
15	S15	65	80
16	S16	60	80
17	S17	70	80
18	S18	55	75
19	S19	70	80
20	S20	70	90
21	S21	50	65
22	S22	60	75
23	S23	70	80
Total score		1,440	1,780
Completed Student		10	21
Unfinished Student		13	2
Average		62,608	77,391

Based on the calculation results above, it is known that the average value of *pre testis* 62,608 and the average score on the post test is 77,391. Based on the discussion on the minimum completeness criteria, that is, the research is said to be successful if the results of understanding the Physical Education course increase as seen from the class average value of

more than or equal to the Minimum Completeness Criteria, which is 70. The percentage of students' completeness in pre-research and product trials in research on Physical Education learning can be seen in the diagram below.

4. Discussion

The comes about of the possibility test in this think about were carried out by two specialists, to be specific fabric specialists and media specialists. ResultsMaterial approval on the Educating Individual and Social Obligation (TPSR) show was carried out twice in arrange to create a Instructing Individual and Social Obligation (TPSR) learning show that was attainable to be utilized within the learning handle. Approval of the primary arrange of media fabric with a percentage result of 80% within the "Qualified" category. At that point the analysts conducted a approval test once more after the modification of the Individual and Social Obligation Instructing Show (TPSR) material with a rate result of 96% within the "Exceptionally Qualified" category. Demonstrating that Concurring to Jewet, Bain, & Ennis, Petitpas et al, Steinhardt, Hellison & Walsh within the diary Paul M. Wright and Suzanne Burton (2008), the TPSR show has been tried within the field for 30 a long time.

Media validation was carried out twice in order to produce a Teaching Personal and Social Responsibility (TPSR) model that was suitable for use in the learning process. The validation of the first stage of the Teaching Personal and Social Responsibility (TPSR) model with a percentage result of 78.8% in the "Eligible" category. Then the researcher conducted a validation test again after the media revision with the percentage result of 93.3% in the "Very Eligible" category. There are three aspects of the assessment, namely content, appearance, and language. From these three aspects, there are indicators that reach the very valid category, namely the Teaching Personal and Social Responsibility (TPSR) Model is easy to use, communicative, the suitability of the image and its size, as well as the suitability of the font size and typeface used. Proving the opinion of Gagne, Briggs, and Wagner quoted by Rosdiani, (2013) said that learning is a series of activities designed to allow the learning process to occur. In the learning process, according to Pushed and Gerber in the journal Jonni Siahaan, (2015) students are expected to (1) have knowledge, abilities or movement skills. (2) self-competence, namely talent development by paying attention to individual weaknesses and strengths. (3) social competence, namely developing individual abilities in groups or collaborations, and (4) dynamic competence, namely utilizing the knowledge and movement abilities possessed under certain conditions. (2015) students are expected to (1) have knowledge, ability or movement skills. (2) self-competence, namely talent development by paying attention to individual weaknesses and strengths. (3) social competence, namely developing individual abilities in groups or collaborations, and (4) dynamic competence, namely utilizing the knowledge and movement abilities possessed under certain conditions. (2015) students are expected to (1) have knowledge, ability or movement skills. (2) self-competence, namely talent development by paying attention to individual weaknesses and strengths. (3) social competence, namely developing individual abilities in groups or collaborations, and (4) dynamic competence, namely utilizing the knowledge and movement abilities possessed under certain conditions.

The effectiveness test stage is because what is seen is the ability of students regarding Physical Education courses, so the assessment is focused on aspects of accuracy of elementary school sports training activities. The results of the effectiveness test carried out on 23 J 2020 students obtained the average value of understanding the Physical Education course in the pre-research was 62,608 and the average value in the product trial at the time of

the study was 77,391. While the percentage of student graduation increased from pre-research only 43.5% of students who completed and increased to 91% of students who completed. Based on the clarification over, it can be seen that the esteem of understudies from some time recently utilizing the Educating Individual and Social Duty (TPSR) learning demonstrate and when they had utilized the Educating Individual and Social Obligation (TPSR) show expanded and had come to the least completeness criteria. And the number of understudies who completed moreover expanded from some time recently utilizing the Instructing Individual and Social Obligation (TPSR) learning show and when they utilized computerized intelligently streak card media. So it can be concluded that the Educating Individual and Social Duty (TPSR) demonstrate has been exceptionally successful. Demonstrating the supposition of Sudjana [6], viability can be translated as an act of understudy victory to realize certain objectives that can bring most extreme learning results. The adequacy of learning is related to the way and the specialized endeavors or techniques utilized in accomplishing the objectives rapidly and absolutely. Concurring to Damopoli et al, So it can be concluded that the Instructing Individual and Social Duty (TPSR) demonstrate has been exceptionally successful. Demonstrating the conclusion of Sudjana [6], viability can be translated as an act of understudy victory to attain certain objectives that can bring most extreme learning results. The viability of learning is related to the way and the specialized endeavors or methodologies utilized in accomplishing the objectives rapidly and accurately. Concurring to Damopoli et al, So it can be concluded that the Educating Individual and Social Duty (TPSR) show has been exceptionally compelling. Demonstrating the conclusion of Sudjana [6], adequacy can be translated as an act of understudy victory to realize certain objectives that can bring most extreme learning results. The adequacy of learning is related to the way and the specialized endeavors or techniques utilized in accomplishing the objectives rapidly and accurately. Agreeing to Damopoli et al, [7], the viability of the learning demonstrate is based on four markers, one of which is the accomplishment of learning completeness (a understudy is announced total learning on the off chance that he has an assimilation capacity of at slightest 65% of the full score of 100, whereas classical completeness is accomplished when at slightest 80% of understudies in course have wrapped up considering). In the interim, agreeing to the utilize of the learning show is said to be successful in the event that it moves forward understudy learning results.

5. Conclusion

Based on the comes about and dialog of the inquire about comes about, it can be concluded that first, The comes about of the fabric expert's legitimacy are 96% within the "exceptionally substantial" category, and the media master validation results are 93.3% within the "exceptionally substantial" category. In this way, the Teaching Individual and Social Obligation (TPSR) Show within the Physical Instruction Course for Basic Schools is doable. Moment, the comes about of the adequacy test as seen from the comes about of students' understanding of Physical Instruction in course J 2020 Basic School Educator Instruction gotten completeness as takes after: with an normal score of 77,391 and 21 understudies who completed and 2 understudies who did not total. Hence it can be concluded that the Instructing Individual and Social Duty (TPSR) demonstrate created is exceptionally compelling in being utilized in Rudimentary School Physical Instruction Courses.

References

- [1] Ramadhan, I. 2017. Development of Manipulative Basic Movement Learning Model for Fifth Grade Elementary School Students. National Gymnastics. STOCK Bina Guna Medan.
- [2] Bailey, Richard, et al. 2009. The Educational Benefits Claimed for Physical Education and School Sport: an Academic Review, Research Paper in Education, Vol. 24, No.1, March 2009, 1-27, Routledge, Taylor & Francis Group.
- [3] Sukoco, AS 2014. The Relationship between Sense of Humor and Stress in New Students of the Faculty of Psychology. University of Surabaya Student Scientific Journal, 1-10.
- [4] Hellison, Don. 2003. TeachWILDAing Responsibility Through Physical Activity. Human Kinetics, University of Illinois at Chicago.
- [5] Sugiyono. 2020. Qualitative Quantitative Research Methods and R&D. Yogyakarta: Alfabeta.
- [6] Sudjana, Nana. 2012. Research on Teaching and Learning Outcomes. Bandung: Youth Rosda Karya.
- [7] Damopolii, V., Nursiya, B., & Resmawan. (2019). The Effectiveness of Multimedia-Based Learning Media on Quadrilateral Materials. AJME Journal, 1(2), 74-85.