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Implementation Of The TPSR Model And Jigsaw Type Cooperative Model In Technical Management Learning To Improve Student's Social Skills

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Abstract

The physical education learning process, which is still oriented towards mastery of movement and achievement, makes teachers ignore other skills, one of which is social skills which are very important in the process of child development. This study aimed to examine the effect of the TPSR (Teaching, Personal, Social & Responsibility) and Cooperative jigsaw model on students' social skills. The method used in this research is a proper experimental design. The research population was all 5th-grade students at SDN 111 Pindad, Bandung City. The research sample used in class 5 was 60 students according to research needs. The data collection process was carried out pre, and post-with the social skills instrument (Social Skill Improvement System) developed by Gresham and Elliot. Based on the research results, the TPSR and cooperative models can improve students' social skills. However, in the independent sample T-test of the TPSR model and the jigsaw cooperative, there was no significant difference in improving social skills.

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INTRODUCTION

Physical education teachers need to have the provision knowledge about the characteristics of students and skills in formulating learning methods or models that can support the achievement of the goals of physical education itself (Omid & Seyfi, 2018; Ramadan et al., 2020). The goals of physical education are classified into four categories consisting of: (1) physical development; (2) movement development; (3) mental development; and (4) social development (Ramadan, 2022; Hasan et al., 2018). This opinion is very much under the nature of the goals of national education, as previously

explained, namely to create healthy, knowledgeable and noble human beings (Antczak et al., 2020; Zhang et al., 2020). Therefore, physical education teachers not only emphasize mastery of movement skills and physical development as indicators of successful learning but also need to pay attention to the development of mental aspects and social skills (Ren et al., 2021; Liu et al., 2020).

In physical education, teachers must develop aspects of students' social skills so that students not only master movement skills but also improve their social skills (Hasyim et al., 2020). In improving social skills, teachers need to choose and use the correct model strategy in learning physical education to achieve the expected goals optimally (Hadiana & Sartono, 2017).

During the learning process, the teacher must master various teaching methods or models to make learning activities more attractive. The learning model is a plan or a pattern that is used as a guide in planning a lesson (Junior et al., 2019). Based on this, we need a learning model to help students achieve learning outcomes related to improving social skills. The TPSR learning model (Teaching, Personal, Social & Responsibility) and the jigsaw type Cooperative model (Praja, 2017) are learning methods that are expected to improve social skills.

The TPSR model developed by Hellison has five levels as objectives in the learning process.

Level	Komponen
I	Students learn empathy, self-control and the ability to resolve conflicts peacefully.
II	Develop internal motivation and interest to get the job done well
III	Students are empowered to manage their time, plan their learning, and set short and long-term goals.
IV	Teach students to help friends and be sensitive and responsive
V	Learners are empowered to apply their learning to different contexts

The TPSR model has a strategy that must be carried out: 1) Counseling Time (guidance time), the time given to students to consult when students experience difficulties. 2) Awareness Talk punctuation, an opportunity to remind students about their responsibilities

that day. 3) The Lesson integrates the levels into learning Physical education. 4) Group meeting Group short meeting near the end of class So that students can express their opinion about how the class is going and how to improve. 5) Reflection Time Closing class with students evaluating their personal and social responsibility that day (Rosyid, 2018; Ramadan, 2017).

The TPSR model is a strategy for cultivating responsibility through learning processes that focus on students' attitudes, values, and behaviour. TPSR consists of values of personal and social responsibility related to respect, participation and effort, self-direction and caring. The rationalization of TPSR for personal gain and learning social responsibility is believed to affect character development, solving social problems and moral learning (Hamzah & Hadiana, 2018).

The cooperative model is a learning model that emphasizes group learning activities (Ramadan & Iskandar, 2018). interpret the cooperative learning model as a learning strategy that involves students in group activities to complete specific tasks with the hope that all students contribute to the process and learning outcomes obtained.

According to (Roberts & Fairclough, 2011), Cooperative Learning has proven to be effective. Presently, it is utilized in schools and universities worldwide with students of all ages. This means that the cooperative learning model has proven effective so that it can be used in schools and universities around the world with students of all ages. One cooperative model that can be applied in physical education learning at school is the jigsaw cooperative (Roberts & Fairclough, 2011)

Based on the quote above, it can be explained that cooperative is a learning strategy that divides students into several groups in the time and tasks given to work together effectively with each member of the group to contribute to the process and achievement of the expected learning goals. Grouping in cooperative learning emphasizes heterogeneity in grouping systems. Heterogeneous groups can be formed by considering the diversity of gender, religious background, and social, economic, ethnic and academic ability. In terms of academic ability, cooperative learning groups usually consist of group members with high, medium and low abilities in a balanced number (Ramadan, 2022)

METHODS

The research design used in this study is True Experimental Design because, in this design, the researcher can control all external variables that affect the course of the experiment. Then the design of this research design is the Pretest-Postest Control Group Design; namely, in this design, two groups are randomly selected and then given a pretest to find out whether there is a difference in the initial state between the experimental group and the control group (Ramadan & Juniarti, 2020).

The target population in this study were schooled in the city of Bandung. However, the limitations of the accessible population researchers were grade 5 students at SDN 111 Pindad Bandung City to be used as the population. Then the sample in this study was 5 (five) grade students at SDN 111 Pindad Bandung City, totalling 60 students.

The instrument used in this study was the Social Skills Improvement System questionnaire (SSIS). The measurement scale used in scoring the author's research questionnaire refers to the Likert scale. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena. Based on the alternative answers provided for each statement of the five alternative answers, ranging from positive to negative. The alternative answers the author provides for each statement item start from Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

Validity test A valid instrument will have high validity. Otherwise, an invalid instrument will have low validity. In this study, the researcher tested the validity of the instrument using item analysis. Out of a total of 42 items, there are 35 valid questions.

FINDINGS AND DISCUSSION

Findings

In the treatment group using the TPSR model, the significance value/P-value of the t-test is 0.001, and it can be seen that 0.001 <α 0.05 or by comparing the t-count value of 3.750, with t-table on degrees of freedom (df) 29 with testing (significant level α = 0.05) obtained a t-table value of 1.669. Value 3.750 > 1.669. This means that there is a difference in the average score between the pretest and post-test. Thus it can be concluded that there is an increase in social skills using the TPSR model.

Paired Sample T-test Table

Table 1 Paired Sample T-test

No	Kelompok	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed
1	TPSR Pretest - TPSR Postest	-7,200	10,516	1,920	-3,750	29	,001
2	Kooperatif Pretest - Kooperatif Postest	-14,133	12,219	2,231	-6,336	29	,000

This means a significant increase between the pretest and post-test mean scores for improving social skills using the TPSR model. The acquisition of a t-count value of -3,750 corroborates this. This shows that the post-test mean value (after being given the TPSR model treatment) is higher and more significant than the pretest mean value (the average before the treatment). Therefore, the TPSR learning model has a significant increase

in social skills.

The calculation results of the paired sample t-test on the social skills variable in the table obtained a t-count value of -6.336 and is significant at α = 0.00 with t-table (DK, 29) = 1.699. This shows that the calculated t value is greater than the t table. This can be interpreted that there is a significant difference between the pretest and post-test mean scores on students' social behaviour in the TPSR learning model. The acquisition of a t-count value of -6.336 corroborates this. This shows that the mean value of the post-test (after being given the jigsaw cooperative model treatment) is higher and more significant than the pretest mean value (the average before the treatment is given), so it is concluded that the jigsaw-type cooperative learning model provides a significant increase in social behaviour.

The calculation of the Independent sample t-test using the TPSR model treatment and the cooperative jigsaw model in the table obtained a t-count value of -0.066 and a significance at α = 0.947 with t-table (DK, 58) = 1.671. This shows that the calculated t value is smaller than the t table. This means there is no significant increase between the pretest and post-test mean scores for improving social skills using the TPSR and the cooperative jigsaw model. The acquisition of a t-count value of -0.066 corroborates this. This shows that the mean value of the post-test (after being given the treatment of the TPSR model and the cooperative jigsaw model) showed no significant difference in improvement from the two models. Therefore, it can be concluded that the TPSR learning model and the jigsaw-type cooperative model have no significant difference in increasing social skills.

Discussion

The results of data analysis and hypothesis testing state that the TPSR model can improve students' social skills. According to Osland, social skills are skills in maintaining relationships by building networks based on the ability to build good relationships. Social skills that students must possess are aspects of skills to live and work together, skills to control themselves and others, skills to interact with one another, and exchange ideas and experiences so as to create a pleasant atmosphere (Roberts & Fairclough, 2011)

The learning process begins with a contract or agreement so that students can take part in learning according to the provisions. It is facilitated in the learning process so all students can interact actively (Hadiana et al., 2020). In this case, the relationship between the teacher and students also becomes more interactive, allowing verbal persuasion by the teacher to students or between students and other students. Implementation of the TPSR Model in physical education learning is carried out through five levels of behaviour that must be achieved by students gradually according to their abilities (Hamzah & Hadiana, 2018). The behavioural contract carried out at the beginning of learning requires them to behave according to the provisions at the level that is the target of students.

Level one is habituation to respect the rights and feelings of others, solve problems peacefully, and have self-control. Level two relates to participation and effort in learning, motivating oneself to try new things and surviving when facing difficulties in the learning process. Levels three and four expand the learning environment by getting used to doing tasks independently/performing movement tasks confidently, developing goal setting/self-direction and instilling the ability to resist peer pressure (Ramadan et al., 2020). Level four is habituation to help each other, empathize, care for other people's feelings, and foster a sense of affection among friends. This aims to provide an opportunity to foster social sensitivity towards the surrounding environment. Level five is the habituation of the four levels that have been given so that the habituation becomes a permanent character in the child. In addition, students are expected to be able to apply it in the broader environment, such as in the family environment, play environment and the wider community to become role models and implement positive behaviour (Praja, 2017).

The implementation of the cooperative jigsaw model can improve students' social skills. According to (Ren et al., 2021), social skills include communication, sharing, working together, and participating in community groups. The ability to communicate is the basis for living and working with others.

In its implementation, the jigsaw-type cooperative forms groups consisting of 5 to 6 people with groups of origin and experts. Homegroup is the parent group of students with diverse abilities, gender and family backgrounds. Expert groups, namely groups of students consisting of members of different origin groups are assigned to study and explore certain topics and complete tasks related to the topic to be explained to members of the original group. The expert group is a combination of several experts from the original group. According to (Hadiana & Sartono, 2017; Junior et al., 2019) The key to jigsaw success is interdependence, that is, each student depends on his team members to be able to provide the information needed so that he can perform well during the learning process.

In its application, jigsaw cooperative learning not only wants students to learn academic skills and content but also trains them to achieve social and human relations goals, which ultimately affect academic achievement (Antczak et al., 2020). Cooperative learning emphasizes the social aspect, namely the creation of interaction activities between group members to lead to interactions between fellow students who are interdependent. This relates to developing social skills oriented towards interaction between students and mutual respect with peers.

CONCLUSION

The following conclusions can be drawn from the results of the analysis and discussion regarding the implementation of the TPSR model and the cooperative jigsaw model in

physical education learning to improve students' social skills, which refer to the formulation of the research problem: 1) There is an increase in social skills in physical education learning using the TPSR model; 2) There is an increase in social skills in physical education learning using a cooperative jigsaw model; 3) There is no significant difference in improving social skills between the TPSR model and the cooperative jigsaw model.

Social skills are skills that must be mastered by children so that they can grow and develop properly in the school, family and community environment. The development of social skills in schools, especially for physical education teachers, can use the TPSR learning model because this model is oriented towards social responsibility and the cooperative model of the jigsaw type which is oriented towards cooperation and the presence of dependence makes students often experience social interaction. The research states that the TPSR and the cooperative jigsaw model can improve the social skills of fifth-grade students at SDN 111 Pindad Bandung City.

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