



Teaching Personal and Social Responsibility (TPSR) as a Pedagogical Approach for Enhancing Students' Social Responsibility and Classroom Participation

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ABSTRACTS

Low levels of students' social responsibility and classroom participation remain persistent challenges in physical education learning. Many students demonstrate limited cooperation, respect, and active engagement during instructional activities, which may hinder both learning outcomes and character development. This study aimed to examine the effectiveness of the Teaching Personal and Social Responsibility (TPSR) model in enhancing students' social responsibility and classroom participation. A quasi-experimental pretest-posttest control group design was employed involving 240 students aged 12–14 years from 10 secondary schools in Banjar City, West Java, Indonesia. Participants were assigned to an experimental group ($n = 120$) and a control group ($n = 120$). The experimental group received TPSR-based instruction for eight weeks, while the control group followed conventional physical education learning. Data were collected using social responsibility questionnaires and classroom participation observation sheets. The results showed significant improvements in the experimental group's social responsibility (67.42–84.15) and classroom participation (64.27–82.48) scores compared to the control group, with statistically significant differences ($p < .05$). The findings indicate that TPSR is an effective pedagogical approach for promoting responsibility, active participation, and positive social behavior in physical education learning.

How to Cite: Meirianto, Y. D. (2026) Teaching personal and social responsibility (TPSR) as a pedagogical approach for enhancing students' social responsibility and classroom participation. *Journal of Physical Education and Sports Pedagogy*. 6 (1). 47-56.

ARTICLE INFO

Article History:

Received 02 May 2026

Revised 20 May 2026

Accepted 31 May 2026

Available online 31 May 2026

Keyword:

Character Education,
Classroom Participation,
Social Responsibility,
TPSR

INTRODUCTION

Physical education is not only aimed at improving students' physical competence but also plays an important role in developing character, social interaction, and responsible behavior among learners (Hellison, 2011). In modern educational practice, schools are expected to create learning environments that encourage students to demonstrate respect, cooperation, self-control, and active participation during classroom activities. Physical education learning therefore, becomes an important medium for promoting not only physical development but also social and emotional growth among adolescents. However, many students still demonstrate low levels of social responsibility, passive classroom participation, and weak interpersonal interaction during physical education lessons. These conditions negatively influence both the quality of learning and students' behavioral development. Consequently, there is a need for innovative pedagogical approaches that integrate physical learning outcomes with character and social responsibility development.

One pedagogical model that has gained considerable attention in physical education research is the Teaching Personal and Social Responsibility (TPSR) model developed by Hellison (2011). TPSR emphasizes the development of respect, effort, self-direction, leadership, and transfer of positive values into students' daily lives through structured physical activity experiences. The model encourages students to become active participants who are responsible for both their own behavior and their interactions with others during learning activities. Previous studies reported that TPSR contributes positively to students' motivation, self-regulation, responsibility attitudes, and prosocial behavior in physical education settings (Manzano-Sánchez & Valero-Valenzuela, 2022). Moreover, TPSR has been recognized as an effective pedagogical framework for promoting positive youth development and increasing students' classroom engagement (Pozo, Grao-Cruces, & Pérez-Ordás, 2023).

Several recent studies have explored TPSR implementation in various educational contexts. Manzano-Sánchez et al. (2021) found that TPSR significantly improved students' psychological and contextual variables, including responsibility and motivation. García-Castejón et al. (2021) also demonstrated that combining TPSR with Teaching Games for Understanding positively influenced students' social interaction and health-related outcomes. Furthermore, Aygun, Yıldız, and Türkmen (2024) highlighted through a systematic review and meta-analysis that TPSR interventions generated meaningful emotional and social benefits in physical education. In Indonesia, previous studies also indicated that TPSR-based instruction contributes positively to students' responsibility attitudes and behavioral engagement during classroom learning.

Teaching Personal and Social Responsibility (TPSR) is a pedagogical model developed by Hellison that emphasizes the development of students' personal and social responsibility through physical activity and educational experiences. TPSR aims to encourage students to

demonstrate respect, self-control, effort, self-direction, leadership, and caring behaviors that can be transferred into their daily lives beyond the classroom environment. The model is widely implemented in physical education because it integrates cognitive, affective, and social learning dimensions simultaneously.

Recent studies have shown that TPSR is an effective instructional approach for promoting positive youth development and improving students' behavioral outcomes in educational settings. Manzano-Sánchez et al. (2022) explained that TPSR supports the development of responsibility, autonomy, and social interaction through student-centered learning experiences. Similarly, Aygun et al. (2024) reported that TPSR interventions positively influence students' emotional intelligence, social responsibility, and classroom engagement in physical education contexts. These findings indicate that TPSR not only improves physical learning outcomes but also contributes to students' character and social competence development.

The TPSR model generally consists of five levels of responsibility, including respect for others, participation and effort, self-direction, helping others and leadership, and transfer outside the gym or classroom. Through these levels, students gradually develop responsible behavior during learning activities. According to Escartí et al. (2023), TPSR implementation creates a supportive learning environment that encourages students to actively participate, collaborate with peers, and demonstrate positive social behavior during classroom interaction. Therefore, TPSR is considered an appropriate pedagogical framework for improving students' social responsibility and classroom participation.

Recent educational research emphasizes that social responsibility should become an integral part of classroom learning rather than solely focusing on academic achievement. According to Sánchez-Alcaraz et al. (2022), pedagogical models such as TPSR can effectively foster students' respect, cooperation, and prosocial behavior through structured classroom experiences. Furthermore, research conducted by Pozo et al. (2023) revealed that responsibility-based learning environments significantly improve students' social awareness and collaborative attitudes during physical education activities. In physical education learning, social responsibility is reflected through students' willingness to follow instructions, respect peers and teachers, help classmates, and maintain fair play during activities. TPSR facilitates the development of these behaviors through reflection sessions, group discussions, and collaborative tasks that encourage students to take responsibility for their own actions and social interactions.

Classroom participation refers to students' active involvement in learning activities, including asking questions, responding to instructions, engaging in discussions, completing tasks, and interacting positively during the learning process. Active participation is considered an

important indicator of student engagement because it reflects students' motivation, attention, and willingness to contribute to classroom activities.

In physical education contexts, classroom participation includes physical involvement, communication, teamwork, and behavioral engagement during instructional sessions. According to García-Castejón et al. (2022), TPSR-based instruction positively influences students' participation because it creates an inclusive and supportive learning climate that values student autonomy and cooperation. Students who experience TPSR-oriented learning tend to demonstrate higher enthusiasm, greater collaboration, and more consistent involvement during classroom activities. Moreover, research by Merino-Barrero et al. (2023) found that TPSR contributes to increased classroom engagement by promoting responsibility and self-regulation among students. The reflective and student-centered nature of TPSR encourages learners to become more confident and actively involved in the learning process. Consequently, classroom participation is closely linked to the successful implementation of responsibility-based pedagogical approaches.

Recent studies support this relationship by demonstrating that TPSR implementation significantly improves students' social behavior and learning engagement. Aygun et al. (2024) highlighted that TPSR-based interventions positively affect students' participation, emotional development, and social interaction. Similarly, Escartí et al. (2023) argued that TPSR encourages students to internalize responsible behavior, which contributes to more active and collaborative classroom participation. Based on these theoretical perspectives, this study assumes that the implementation of TPSR in physical education learning can positively enhance students' social responsibility and classroom participation. Therefore, TPSR serves as the primary independent variable, while social responsibility and classroom participation function as the dependent variables in this research framework.

Despite the increasing number of TPSR studies, several research gaps remain evident. First, most TPSR studies have been conducted in Western countries such as Spain, the United States, and Australia, while empirical evidence from Indonesian secondary schools remains limited. Second, previous research has mainly focused on motivation, self-regulation, and sportsmanship, whereas studies specifically examining social responsibility and classroom participation are still scarce. Third, many TPSR studies used hybrid pedagogical models, making it difficult to identify the specific impact of TPSR as an independent instructional approach. Therefore, further research is needed to investigate the effectiveness of TPSR in improving students' social responsibility and classroom participation in physical education learning.

Based on these gaps, this study aims to examine whether the implementation of TPSR significantly enhances students' social responsibility and classroom participation. Using a quasi-experimental design, the study compares students receiving TPSR-based instruction with those

experiencing conventional teaching methods. The findings are expected to contribute theoretically to the development of TPSR literature in non-Western educational contexts, particularly Indonesia, and practically to provide physical education teachers with an effective pedagogical strategy for promoting responsible behavior and active student participation during learning activities.

METHOD

This study employed a quasi-experimental pretest–posttest control group design to examine the effectiveness of the Teaching Personal and Social Responsibility (TPSR) model. An experimental group received TPSR-based instruction, while a control group received conventional physical education learning. Pretest and posttest assessments measured changes in students' social responsibility and classroom participation.

Research Site and Participants

The study was conducted in ten secondary schools in Banjar involving 240 Grade 7 and Grade 8 students aged 12–14 years. Participants were assigned to experimental ($n = 120$) and control ($n = 120$) groups based on existing class arrangements. Schools were selected purposively based on curriculum implementation and willingness to participate. Ethical approval and consent were obtained from school administrators, teachers, parents, and students prior to data collection.

Research Procedure

The intervention was conducted over eight weeks during regular physical education classes. The experimental group received TPSR-based instruction incorporating relational time, awareness talks, physical activities, group meetings, and reflection sessions. Responsibility values such as respect, cooperation, leadership, and self-direction were integrated into learning activities. The control group received conventional instruction. Pretest and posttest assessments were administered to measure changes in students' social responsibility and classroom participation following the intervention.

Research Instruments

Data collection employed two primary instruments: a social responsibility questionnaire and a classroom participation observation sheet. The social responsibility questionnaire measured students' respect, cooperation, self-control, and leadership behaviors during learning activities. The classroom participation observation sheet was used by trained observers to assess students' engagement, involvement, communication, and participation during physical education sessions. The instruments were adapted from previous TPSR studies and validated through expert judgment and pilot testing procedures. Instrument reliability was examined using

Cronbach's alpha coefficient, which demonstrated acceptable internal consistency values above 0.70.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to identify the mean and standard deviation of students' scores. Meanwhile, paired sample t-tests and independent sample t-tests were employed to examine differences between pretest and posttest scores in both groups. The statistical analysis was conducted using SPSS software with a significance level of 0.05. The analysis aimed to determine whether TPSR-based learning significantly improved students' social responsibility and classroom participation compared to conventional learning approaches.

RESULTS

The results of this study were obtained from the analysis of students' social responsibility and classroom participation scores before and after the implementation of the Teaching Personal and Social Responsibility (TPSR) model. The data were processed using descriptive statistics and inferential statistical analysis through paired sample t-tests and independent sample t-tests with a significance level of 0.05. The findings are presented in the following tables.

Students' Social Responsibility Scores

The results showed that the experimental group experienced a substantial increase in social responsibility scores after receiving TPSR-based learning. The mean score improved from 67.42 in the pretest to 84.15 in the posttest. In contrast, the control group demonstrated only a moderate increase from 66.89 to 72.31.

The paired sample t-test analysis indicated that the increase in the experimental group was statistically significant ($p < .05$). Furthermore, the independent sample t-test showed significant differences between the experimental and control groups in posttest scores, indicating that TPSR had a positive effect on students' social responsibility.

Table 1. Comparison of Social Responsibility Scores

| Group | Test | Mean | SD | Gain Score |
|---------------------|----------|-------|------|------------|
| Experimental (TPSR) | Pretest | 67.42 | 6.85 | |
| Experimental (TPSR) | Posttest | 84.15 | 5.91 | 16.73 |
| Control | Pretest | 66.89 | 7.01 | |
| Control | Posttest | 72.31 | 6.74 | 5.42 |

Students' Classroom Participation Scores

The findings revealed that classroom participation significantly increased among students who participated in TPSR-based learning. Students in the experimental group became more active during discussions, cooperative activities, and physical education tasks. Observation data also

indicated improvements in communication, teamwork, and willingness to participate during learning sessions.

Meanwhile, the control group showed relatively smaller improvements in participation levels. Statistical analysis confirmed that the experimental group demonstrated significantly higher classroom participation scores compared to the control group after the intervention ($p < .05$).

Table 2. Comparison of Social Responsibility Scores

| Group | Test | Mean | SD | Gain Score |
|---------------------|-------------|-------------|-----------|-------------------|
| Experimental (TPSR) | Pretest | 64.27 | 7.23 | |
| Experimental (TPSR) | Posttest | 82.48 | 6.12 | 18.21 |
| Control | Pretest | 63.94 | 7.05 | |
| Control | Posttest | 70.11 | 6.88 | 6.17 |

DISCUSSION

The findings of this study demonstrated that the Teaching Personal and Social Responsibility (TPSR) model effectively enhanced students' social responsibility and classroom participation in physical education learning. Students who participated in TPSR-based instruction showed significantly greater improvements in respect, cooperation, self-control, leadership, and active involvement during learning activities than students who received conventional instruction. These findings suggest that TPSR provides a structured pedagogical framework that supports not only physical learning outcomes but also the development of positive social behaviors and responsible citizenship among adolescents.

The improvement in students' social responsibility can be explained through the core principles of TPSR proposed by Hellison (2011). TPSR emphasizes progressive responsibility development through five levels: respect for others, participation and effort, self-direction, helping others, and leadership, and transfer outside the gymnasium. Throughout the intervention, students were encouraged to engage in awareness talks, cooperative activities, group meetings, and reflection sessions. These learning experiences provided opportunities for students to internalize responsibility values and apply them during interactions with peers. As a result, students became more aware of the consequences of their actions and demonstrated greater respect, accountability, and cooperation during physical education classes.

The significant increase in classroom participation further indicates that TPSR creates a supportive and student-centered learning environment. Unlike conventional approaches that often focus primarily on skill acquisition and performance outcomes, TPSR encourages students to take ownership of their learning process. Students are given opportunities to express opinions, lead activities, solve problems collaboratively, and reflect on their experiences. Such practices may enhance students' confidence and sense of belonging, which subsequently increases

their willingness to participate actively in classroom activities. This finding aligns with contemporary student-centered learning theories, suggesting that active engagement and meaningful social interaction are critical factors influencing learning participation and educational success.

The findings are consistent with previous research highlighting the effectiveness of TPSR in promoting positive youth development. Manzano-Sánchez and Valero-Valenzuela (2022) reported that TPSR positively influences students' responsibility, autonomy, and motivation in physical education contexts. Similarly, Pozo, Grao-Cruces, and Pérez-Ordás (2023) found that TPSR interventions contribute significantly to prosocial behavior, teamwork, and collaborative engagement among adolescents. Furthermore, Aygun, Yildiz, and Türkmen (2024), through a systematic review and meta-analysis, concluded that TPSR produces positive emotional, social, and behavioral outcomes across various educational settings. The consistency between the present findings and previous studies strengthens the evidence supporting TPSR as an effective pedagogical model for fostering holistic student development.

An important contribution of this study is its focus on the Indonesian educational context. Most previous TPSR studies have been conducted in Western countries, particularly Spain, the United States, and Australia. Consequently, empirical evidence regarding TPSR implementation in Southeast Asian contexts remains limited. The findings of the present study provide support for the applicability of TPSR in Indonesian secondary schools, particularly among Grade 7 and Grade 8 students. This suggests that responsibility-based pedagogies may transcend cultural differences and effectively promote positive behaviors in diverse educational environments.

Although improvements were also observed among students in the control group, the magnitude of change was considerably lower than that observed in the experimental group. This finding may be attributed to the nature of physical education itself, which naturally involves teamwork, communication, and social interaction. However, TPSR differs from conventional instruction because responsibility development is intentionally embedded into every stage of the learning process. Rather than occurring incidentally, responsibility values are explicitly taught, practiced, discussed, and reflected upon. This intentional pedagogical design likely explains the greater improvements observed among students receiving TPSR-based instruction. The findings also have important implications for character education initiatives in Indonesia. The Indonesian education system currently emphasizes the development of the Pancasila Student Profile, which includes values such as cooperation, independence, critical thinking, global diversity, creativity, and faith. Many of these competencies share conceptual similarities with TPSR principles, particularly respect, responsibility, leadership, and social awareness. Therefore, TPSR may serve as an effective instructional strategy for supporting the

implementation of character education policies and strengthening students' social competence within the framework of the Merdeka Curriculum.

From a theoretical perspective, this study contributes to the growing body of literature demonstrating that TPSR is not merely a physical education model but also a comprehensive approach to social and emotional learning. The findings support social learning theory, which suggests that students develop behaviors through observation, interaction, practice, and reflection within supportive environments. TPSR facilitates these processes by providing meaningful opportunities for students to engage in responsible decision-making and collaborative learning experiences. Practically, the results suggest that physical education teachers should consider integrating TPSR principles into regular classroom instruction. Teacher training programs may also incorporate TPSR strategies to equip educators with effective methods for promoting responsibility and participation among students. By doing so, schools can simultaneously enhance learning engagement, social behavior, and character development, ultimately contributing to more positive educational outcomes.

CONCLUSION

The findings of this study indicate that the Teaching Personal and Social Responsibility (TPSR) model is an effective pedagogical approach for improving students' social responsibility and classroom participation in physical education learning. TPSR-based instruction significantly enhanced students' respect, cooperation, self-control, leadership, communication, collaboration, and active engagement compared to conventional learning approaches. The implementation of responsibility-oriented learning also created a more supportive and student-centered educational environment that encouraged active participation and positive character development through reflection, awareness-building, and collaborative activities. These findings strengthen previous TPSR literature while providing empirical evidence from Indonesian secondary schools, particularly in Banjar, where TPSR research remains limited. Therefore, TPSR can be recommended as an effective instructional strategy for promoting character education and active student involvement in physical education. However, this study was limited by the research location, intervention duration, and participant scope, suggesting that future studies should involve larger and more diverse samples, longer intervention periods, and additional variables such as emotional intelligence, motivation, leadership, and digital-based TPSR implementation.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the Dinas Pendidikan dan Kebudayaan Kota Banjar for the administrative support and research permission provided during this study. Appreciation is also extended to the Association of Physical Education

Teachers in Banjar City for their collaboration and assistance throughout the research process. The authors also thank the academic team of Universitas Cipasung Tasikmalaya, as well as participating schools, teachers, and students for their valuable support and contribution to this research.

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