

Application of Hellison Learning Model to Increase Student's Responsibility Value in the Use of Physical Education Learning Tools

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Abstract: This research is motivated by the problem of student responsibility attitude in the use of learning tool of physical education in elementary school. This study aims to determine whether Hellison learning model can improve the value of student responsibility in the use of learning tools of physical education. This research uses classroom action research method, with adaptation research model from Elliott. The study was conducted in two cycles; each cycle was carried out twice. The subjects of the study were Class V SD Negeri Tilil 2 Bandung City as many as 33 people consisting of 17 students and 16 students. Data collection techniques, are observation, field notes, and in documentation of further learning activities data analysis is done. Data analysis technique used is the percentage technique. The percentage result of the cycle I action I was 43% cycle II action II 63%, cycle II action I was 83% and cycle II action II was 90%. Based on the results of research on the value of student responsibility in the use of learning tools of physical education has shown that the Hellison model can improve student responsibility.

1 INTRODUCTION

PJOK Subjects are very closely related to the value of discipline and responsibility. Students are required to always uphold the discipline in learning activities. Students should come just in time and follow the whole set of theory and practice lessons well. In addition, each student must also be responsible with the task of theory and practice provided by the teacher. Students are expected to cooperate well with a group of friends if they are doing a group game sport.

To achieve all of these objectives, Physical Education (*Penjas*) needs to be taught or properly implemented by each *Penjas* teacher; which involves learning models, an atmosphere that keeps children motivated, including tools that bring out activities that make children feel happy to participate fully in learning.

In the learning process that acts as a source of message delivery can be teachers, books, or other sources. One of the most common sources of messaging that can be used is by using media. Media is one of the tools or educational equipment. As described by Happy and Mudjianto (2009) are:

Equipment (*Appartus*) is something that can be used by students to perform activities/activities above it, below, in/among which is relatively easy to move around. Physical education means everything that can be used to be carried out in doing physical activity.

The learning tool at SD Negeri Tilil 2 Bandung is sufficient or complete, but because of the lack of a sense of personal responsibility to the students in taking care of the equipment they use during the learning took place. They further damage or eliminate the tools available so that when the next learning of Spam tools cannot be reused.

With these problems many ways can be done by parents, teachers, trainers, community or adults to develop a sense of responsibility to each individual self. Associated with some of the problems above, the authors are interested to apply a model of learning that the author feels very suitable to overcome the above problems, namely by applying Hellison learning model.

One model of physical education learning included in the category of social reconstruction model is the Hellison model (Hellison, 1995), entitled Teaching Responsibility through Physical Activity (Hellison, 1995). Learning physical education in this model more emphasis on the

welfare of individuals in total, the approach is more student-oriented, namely self-actualization and social reconstruction. Hellison's model of physical education is named the level of affective development. The purpose of this Hellison model is to improve personal development and student responsibility of irresponsibility, self-control, involvement, self-direction (Brockett) and caring through various activities of the movement learning experience according to the applicable curriculum (Brockett and Hiemstra, 1991).

According to Hellison (1995) cited by Suherman (2006). This Hellison model is often used to foster student discipline (self-responsibility) for that model is often used in schools that have problems with the discipline of their students. Hellison holds the view that: the change of feelings, attitudes, emotions, and responsibilities is most likely to occur through gambling, but does not happen by itself. This change is most likely to occur when the plot is planned and exemplified well by reflecting the desired qualities. This potential is reinforced by Hellison's belief that students naturally desire to do something good and extrinsic rewards are counterproductive. Through this model the teacher hopes that students participate and enjoy activities for their own benefit rather than to gain extrinsic rewards. Fair play in the *Penjas* will be reflected in everyday life. Therefore, this Hellison model is basically designed to help students understand and practice a sense of personal responsibility (self-responsibility) through *Penjas*.

2 METHODS

The method used in this research is classroom action research method (Stringer, 2008). This classroom action research is a research conducted in the classroom, the class here is meant at a place where the interaction between teachers and students so that the process of teaching and learning happen. The research design used in this research is the design of action research model by John Elliott (in Arikunto, 2012). The stages are as follows: (1) planning, (2) implementation, (3) observation, and (4) reflection. The four stages are called a cycle.

This classroom action research was conducted at SD Negeri Tilil 2, Kec. Coblong, Bandung City. In this study, the intended sample is a class V student, amounting to 33 people, consisting of 17 female students and 16 male students. As explained by Subroto et al. (2016) there are three variables studied in classroom action research, namely (1) input variables (students of grade V SDN Tilil 2

Bandung); (2) process variables (Hellison learning model); and (3) the output variable (attitude of responsibility).

After determining the method used in the research, further data is needed to solve the problem, in this study to measure the data of the sample under study used the instrument. According to Sugiyono (2010) research instrument is a tool used to measure the observed nature or social phenomena. The instrument used is Hellison's behavioural observation sheet.

Table 1: Hellison Responsible Behavior Observation Format.

No	Name	Hellison Responsible Score Scale					Total
		0	1	2	3	4	
1.							
2.							
3.							
4.							
Etc.							

After that, it draws a conclusion made by the researcher to achieve a meaning and explain what is done to the data that has been collected in order to obtain an appropriate conclusion so that the conclusion can be verified during the study.

The data processing of the observation format of the implementation of learning *Penjas*, the calculation as follows:

$$\text{Presentase keberhasilan produk} = \frac{\text{Skor yang didapat} \times 100\%}{\text{Skor maksimal}} \quad (1)$$

3 RESULTS AND DISCUSSION

3.1 Results

Stages of action research implementation is an application of a series of plans that have been prepared to find solutions and reduce the students' difficulties in carrying out the teacher's learning. Research entitled: The Application of Hellison Learning Model to Increase Student Responsibility in Using Learning Tool of *Penjas*, everything that has been arranged and prepared by researchers from the stage of preparation of the plan, the implementation of the action, observation to the stage of reflection, can provide a positive answer to the problem which arise in students as well as improve student success in learning. In this chapter the researcher will report the results of the research done by discussing and describing it gradually.

The following results of the overall data of the affective values of affective attitudes of personal responsibility Hellison model of each student from cycle I action I and action II until the cycle II action I and action II obtained data percentage increase affective value of student responsibility attitude model Hellison from cycle I action I for 43% cycle II action II is 63%, cycle II action I is 83% and cycle II action II is 90%.

3.2 Discussion

The application of Hellison learning model to increase the value of student responsibility in the use of learning tool of *Penjas* is achieved with positive attitude such as enthusiasm in learning, has a concern by helping to prepare the tool at the same time clearing the learning tool, arises the desire to try and want to do the task of motion well without being energetically eager to repeat, helping his friends who cannot. Encourage his friend or his group. This shows a positive result; the process of improvement is the result of research efforts by always alerting or providing supervision when learning so that students are encouraged to continue better.

The process of the researcher in improving the quality of responsibility attitude above is in line with Hellison's theory that is cited by Widiyatmoko (2014):

There are seven learning strategies that Hellison has used in teaching responsibility through *Penjas*: “1) Teacher Talks dan Awareness Talks, 2) Conseling Time, 3) Group Talk, 4) Modelling, 5) Reinformance, 6) Through Reflection Time, 7) Specifik Level-Related Strategies”.

The strategy of teacher talks and awareness talks provides the circulation of each stage that will be done both cognitively and by experience, placing students, directing important moments in learning. The counselling time strategy is the time given to students to consult if anyone is having trouble. The group talk strategy is intended to discuss all matters relating to group issues and provide an opportunity for them to be able to determine the actions or solutions to be undertaken in the group. The modelling strategy is intended to provide an example of behaviour on every development. Reinformance strategy is the process of teacher to give reinforcement to every attitudes or behavior that students do relate to the stages of development. The strategy of through reflection time is the time given to the students to think or evaluate attitudes and behaviours that have been done related to the stage

of development of responsibility. Specific level-related strategies are conducted to improve interaction with the stages being undertaken.

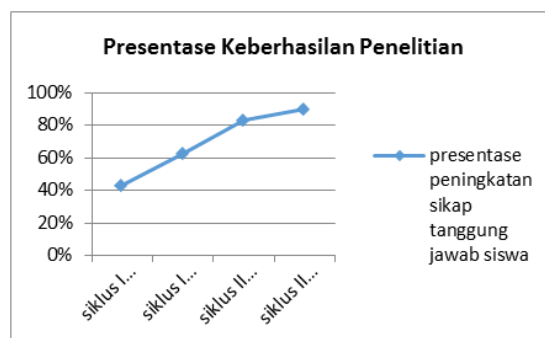


Figure 1: Improvement of Student Responsibility.

Increased levels of student behaviour of each action in the absence of students at behavioural level 0 and 1, reduced students at level 2 by level 3 to be stable and achievement of the most improved level of responsibility at level 4 (Caring). With the emergence attitude of responsibility to friends, teachers, and the environment of each student it gives a sense of its own that students have been able to carry out the attitude of responsibility in the learning environment of Level 4 (Caring). This shows the learning process that is expected to be achieved by the application of Hellison learning model in the use of effective learning tool of *Penjas* can increase the sense of responsibility with the improvement and development of a sense of responsibility of students is quite good and can be said to be succeed.

The Hellison learning method emphasizes the total individual learner, the more self-oriented approach and self-actualization and social reconstruction (Parker and Hellison, 2001). The purpose of this Hellison model is to enhance personal development and student responsibility of irresponsibility, self-control, involvement, self-direction and caring through sharing activity of motion learning experience according to applicable curriculum. Hellison model is often used to foster self-discipline for this model is often used for schools with discipline student's problems (DeBusk and Hellison, 1989).

The change can occur when physical education is planned and exemplified by reflecting the desired quality. A learning process involving a learning model, an atmosphere that keeps children motivated, includes tools that deliver activities that make the child feel happy to participate fully in learning. The programmatic process of programmed physical

activity which contains the development of more specific characters with other fields of study or social processes can foster the development of learners into social beings that are beneficial to the environment wherever they are.

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4 CONCLUSIONS

Based on the results of research on the Application of Hellison Learning Model to increase student responsibility in the use of Physical Education learning tools in SD Negeri Tilil 2 Bandung, found that Hellison model can increase the value of student responsibility with the increase and development of student responsibility value obtained data percentage increase the affective values of students' responsibility attitude of Hellison model from cycle I action I by 43% cycle I action II by 63%, cycle II action I by 83% and cycle II action II by 90%. This is indicated by the absence of students at the level of behaviour 0 and 1, the decrease of students at level 2, the stability of student responsibility at level 3 (Self-Responsibility) and up to the best attitude at level 4 (Caring).

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