



Teacher Strategies in Physical Education for Fostering Student Responsibility in Middle school : A Literature Review

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Abstract

Responsibility is an essential character attribute expected to develop through Physical Education (PE), yet its implementation in junior secondary schools remains limited. This literature review aims to identify effective teacher strategies for fostering students' personal and social responsibility by synthesizing findings from recent empirical studies. Articles were retrieved from Scopus, Taylor & Francis, ERIC, PubMed, Google Scholar, and national repositories using the keywords *physical education*, *teacher strategies*, *responsibility*, *TPSR*, and *middle school students*. From 100 identified articles, 12 met the inclusion criteria and were analyzed. The review reveals that the *Teaching Personal and Social Responsibility* (TPSR) model is the most consistently effective approach for enhancing responsibility through relational engagement, leadership opportunities, and structured value reflection. Autonomy-supportive teaching also plays a significant role by strengthening students' intrinsic motivation and self-regulation. Additionally, humanistic pedagogical approaches such as Assessment for Learning and asset-based learning contribute to the development of empathy, self-reflection, and active participation. Overall, this review highlights the importance of holistic, participatory, and value-oriented instructional strategies in cultivating responsibility among junior secondary PE students and recommends integrating TPSR with humanistic approaches as practical implications while outlining opportunities for future research in the Indonesian context.



INTRODUCTION

Physical Education at the junior high school level plays an essential role in developing students' character and social behaviors, including the value of responsibility, which encompasses both personal and social responsibility. However, in classroom practice, character formation is often not a primary focus because Physical Education instruction tends to remain centered on motor skill development alone (Sigit Antoni et al., 2024). Several studies have indicated that responsibility can be cultivated through pedagogical approaches that provide students with opportunities to take an active role, be accountable for their actions, and engage in meaningful social interactions. One model widely used and proven effective is the Teaching Personal and Social Responsibility (TPSR) model. Through elements such as opportunities for leadership, the establishment of positive relationships, and the facilitation of responsibility transfer beyond the classroom, TPSR consistently demonstrates improvements in students' personal and social responsibility (Shen et al., 2022). Empirical evidence further supports this effectiveness; a meta-analysis by Sánchez-Miguel et al. (2024) confirms that TPSR has a significant impact on responsible behavior within Physical Education settings.

Beyond TPSR, autonomy-supportive teaching has emerged as a relevant strategic approach for fostering responsibility among students. Teachers who provide choice, emotional support, and space for students to set their own learning goals tend to promote intrinsic motivation, which ultimately strengthens

responsible behavior in both physical activity and learning contexts (Reeve & Cheon, 2024). Additionally, humanistic pedagogical approaches such as Assessment for Learning (Moura et al., 2024), asset-based pedagogies (McMahon et al., 2024), and culturally responsive pedagogy (Paige et al., 2024) reinforce the understanding that cultivating responsibility requires a learning environment that nurtures self-reflection, empathy, and appreciation for students' strengths and sociocultural backgrounds.

Despite the abundance of global studies, the Indonesian context presents distinct challenges. Research conducted during online learning, for instance, reported a decline in students' responsible behavior due to weakened self-regulation and limited instructional support (Ramadhan et al., 2021). Moreover, studies on TPSR implementation in Indonesia remain limited and typically context-specific, indicating the need for a comprehensive review focused on junior high school Physical Education teachers' strategies. In addition, no studies have integrated TPSR with autonomy-supportive teaching, longitudinal designs are still scarce, and observational instruments for measuring responsibility are not widely utilized. These conditions reveal significant research gaps that must be addressed.

Based on these considerations, this literature review aims to answer questions regarding the types of strategies used by Physical Education teachers to foster responsibility among junior high school students and the extent to which these approaches are effective. The

preliminary thesis proposed is that the integration of TPSR, autonomy-supportive teaching, and humanistic pedagogical strategies constitutes the most effective framework for cultivating student responsibility. This study holds theoretical importance for strengthening character-based pedagogical understanding in Physical Education and practical importance for providing recommendations to teachers and schools in designing more meaningful and responsibility-oriented learning experiences for students.

METHODS

This study employs a literature review design with a thematic analysis approach to identify, evaluate, and synthesize strategies used by Physical Education teachers in fostering responsibility among junior high school students. The data collection process was conducted through systematic searches across various international and national databases, including Scopus, Taylor & Francis, ERIC, PubMed, Google Scholar, and national repositories. The search utilized combinations of keywords such as “physical education teacher strategies,” “personal and social responsibility,” “TPSR model,” “autonomy-supportive teaching,” “middle school students,” along with their Indonesian equivalents. The review focused on publications from 2021 to 2025 to ensure the relevance and currency of findings.

Following the search process, the identified articles were screened using the following inclusion criteria: (1) studies examining teacher strategies or pedagogical approaches in Physical Education or character education; (2) research investigating personal or social responsibility; (3) studies involving

middle school students or learners of equivalent age; and (4) articles published in academic journals in either English or Indonesian. The exclusion criteria consisted of non-empirical articles, non-journal publications, and studies lacking direct relevance to Physical Education learning. The selection process was conducted in stages by reviewing the titles, abstracts, and full texts to ensure substantive alignment with the review objectives.

From all collected articles, a total of 100 were analyzed during the initial stage and subsequently narrowed down into groups of highly relevant studies, indirectly relevant studies, and supporting literature. Each article was examined using a literature matrix containing information on authorship, publication year, research context, methods, key findings, and limitations. Thematic analysis was then applied to categorize the major findings into strategic thematic groups, such as the implementation of the Teaching Personal and Social Responsibility (TPSR) model, autonomy-supportive teaching strategies, and humanistic pedagogical approaches in Physical Education. A literature triangulation technique was employed to ensure the consistency and credibility of data interpretation. Thus, this method enables the comprehensive identification of patterns and research gaps based on accumulated empirical and conceptual evidence.

Article Selection Procedures

The Article Selection Procedures in this literature review followed a systematic and staged approach to ensure the selection of high-quality and highly relevant studies. The initial sampling frame consisted of 100 journal articles identified through database searches across Scopus, Taylor & Francis, ERIC, PubMed, Google Scholar, and national repositories using predefined keywords (*physical education, teacher strategies, responsibility, TPSR, middle school students*). During the identification stage, 15 duplicate records were removed, leaving 85 unique articles for screening.

In the screening stage, titles and abstracts were reviewed based on inclusion criteria: (1) the study must examine teacher strategies, pedagogical approaches, or instructional models; (2) research must involve Physical Education or character-related educational contexts; (3) outcomes must relate to personal or social responsibility; and (4) participants must be within the age range of junior secondary school or equivalent. A total of 55 studies were excluded for not meeting these criteria.

The eligibility stage involved a full-text assessment of 30 remaining articles. Articles were excluded if: (1) the methodology was inconsistent with the aims of this review, (2) responsibility was not explicitly measured or discussed, (3) the study did not focus on PE teaching practices, or (4) the methodological quality was insufficient. As a result, 18 studies were excluded.

The final sample consisted of 12 articles, categorized as *highly relevant, indirectly relevant, and supporting literature*. These articles formed the core dataset for

thematic synthesis, representing a article selection procedures refined through rigorous systematic filtering to ensure alignment with the research objectives

Materials and Apparatus

This study employed materials and instruments in the form of a collection of scholarly sources obtained from various internationally and nationally indexed databases. The primary materials consisted of empirical and conceptual journal articles focusing on teaching strategies, physical education, responsibility development, and character formation among junior secondary school students. The databases used for material collection included Scopus, Taylor & Francis, ERIC, PubMed, Google Scholar, and several national repositories. All articles were gathered in digital format (PDF) for systematic analysis.

The main instrument used in the analytical process was a literature analysis matrix, which served to organize essential information from each article, such as the authors, year of publication, research objectives, methods, samples, key findings, and limitations. In addition to the matrix, this study also utilized the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to support the screening and documentation of the article selection process, covering the stages of identification, screening, eligibility assessment, and final inclusion.

RESULT

Tabel 1. Final literature analisis matrix

Authors (Year)	Article Title	Method & Sample	Key Findings	Limitations
Shen, Martinek & Dyson (2022)	<i>Navigating the Processes and Products of the TPSR Model</i>	Systematic review; 41 studies	Identified core TPSR processes: relational climate, leadership, responsibility transfer; outcomes include prosocial behavior & responsibility.	Variability in study quality; dominated by Western contexts.
Sánchez-Miguel et al. (2024)	<i>Effect of TPSR on Personal & Social Responsibility</i>	Meta-analysis; 6 studies, n=1089	TPSR significantly impacts personal responsibility (g = .38) and social responsibility (g = .20).	Majority of studies from Spain; moderate heterogeneity.
Hsu et al. (2022)	<i>Integrating Moral Disengagement Minimization in TPSR</i>	Experiment; 4 classes	Reduced aggression; improved responsibility through enhanced moral components in TPSR.	Small sample; conducted in Taiwan.
Sigit Antoni et al. (2024)	<i>Implementation of TPSR in Physical Education</i>	Qualitative study; observation & interviews	TPSR improves responsibility, cooperation, self-control; teachers serve as primary role models.	No quantitative analysis; limited to one region.
Ramadhan et al. (2021)	<i>Discipline & Responsibility in PE Learning During the Pandemic</i>	Mixed-method; junior and senior secondary students	Online learning reduced discipline & responsibility; influenced by facilities, self-control, and teacher guidance.	Self-report bias; home conditions uncontrolled.

Reeve & Cheon (2024)	<i>Learning to Become an Autonomy-Supportive Teacher</i>	RCT; 28 teachers, 1566 students	Autonomy-supportive teaching increases need satisfaction → promotes student self-responsibility.	Korean context; not specific to middle school PE.
Naylor et al. (2025)	<i>Student Perceptions of School-Day Physical Activity</i>	National survey	Student perceptions of physical activity influenced by teacher strategies & school environment, linked to responsibility for PA.	Self-report; no direct observations.
Bishop (2021)	<i>Middle Grades Teacher Practices During COVID-19</i>	Narrative survey; 332 teachers	Middle school teachers adapted instructional strategies to maintain student engagement & responsibility.	Self-report; highly varied contexts.
Chung et al. (2024)	<i>Teacher-Delivered Health Program</i>	Mixed-method; 7 teachers, 141 students	Teacher-delivered intervention improved health habits as a form of responsibility.	No long-term follow-up.
Moura et al. (2024)	<i>Enactment of Assessment for Learning</i>	Practitioner research; 8 PSTs	AfL enhances self-reflection & learning responsibility.	Small sample; Portugal context.
Paige et al. (2024)	<i>Embedding First Nations Knowledge</i>	Case study; 28 PSTs	Culturally responsive pedagogy fosters values, empathy, and social responsibility.	Conducted in Australia; limited generalizability.
McMahon et al. (2024)	<i>Asset-Based Pedagogies</i>	Qualitative study	Asset-based approaches increase student agency and sense of responsibility.	Not specific to physical education.

DISCUSSION

The results of the literature review indicate that Physical Education teachers' strategies in fostering responsibility among junior secondary school students can be categorized into three main themes: strategies based on the *Teaching Personal and Social Responsibility* (TPSR) model, strategies grounded in autonomy-supportive teaching, and humanistic pedagogical approaches that promote reflection, empathy, and character development. These three categories consistently emerge across various studies, both in international contexts and in Indonesia. TPSR is the most widely used approach and the most consistently effective in enhancing personal and social responsibility, emphasizing the development of positive teacher–student relationships, providing opportunities for student leadership, and facilitating the transfer of responsibility values beyond the school setting. Numerous studies note that when teachers implement TPSR systematically, students demonstrate improvements in cooperation, discipline, self-control, and social concern. Meanwhile, autonomy-supportive teaching provides students with opportunities to make decisions, set goals, and reflect on their learning progress; this approach has been shown to strengthen students' internal motivation, which subsequently promotes responsible behavior in both physical and academic activities. Responsibility emerges not only from external regulation but also from students' psychological needs to feel valued, competent, and capable.

Humanistic approaches such as Assessment for Learning, culturally responsive pedagogy, and asset-based learning further reinforce responsibility by positioning students as individuals

with unique potential and identity that must be recognized. The implementation of these strategies encourages the development of empathy, self-reflection, positive social interaction, and a sense of ownership over the learning process. Overall, the literature affirms that effective teacher strategies for cultivating responsibility are those that position students as active agents in learning, provide autonomy, build emotional connectedness, and integrate value development through direct experience forming a crucial foundation for designing character-oriented Physical Education instruction.

Theme 1: Effectiveness of the TPSR Model as a Core Strategy for Developing Student Responsibility

The *Teaching Personal and Social Responsibility* (TPSR) model is the most consistently identified pedagogical approach in the literature as an effective strategy for Physical Education teachers to foster responsibility, particularly in junior secondary school students. TPSR is built upon a framework consisting of five levels of responsibility: respect for others, participation and effort, self-direction, caring and leadership, and value transfer to contexts beyond the classroom. In their systematic review, Shen et al. (2022) highlight three main processes underlying TPSR's success: establishing a positive teacher student relational climate, providing opportunities for student leadership, and facilitating reflection to ensure that responsibility values are applied in daily life. These processes enable students not only to understand responsibility conceptually but also to internalize it through firsthand experiences in physical activities.

Further empirical evidence from a meta-analysis by Sánchez-Miguel et al. (2024) shows that TPSR significantly improves personal responsibility ($g = 0.38$) and social responsibility ($g = 0.20$). This indicates that TPSR is not merely a theoretical model but an empirically validated instructional strategy. Moreover, Hsu et al. (2022) demonstrate that integrating moral disengagement minimization strategies into TPSR helps reduce aggressive behavior and increase students' moral awareness, strengthening the development of social responsibility. In the Indonesian context, Sigit Antoni et al. (2024) support the use of TPSR in junior secondary PE settings, finding that it enhances students' self-control, cooperation, and peer-related empathy. Thus, TPSR can be considered a core strategy that develops not only physical skills but also students' character, emotions, and social values holistically.

Theme 2: The Role of Autonomy-Supportive Teaching in Strengthening Self-Regulation and Student Responsibility

Beyond TPSR, the literature shows that autonomy-supportive teaching is a crucial factor in shaping responsibility in PE classrooms. This teaching style emphasizes providing students with choices, acknowledging their perspectives, and offering opportunities for them to take charge of their learning process. Reeve and Cheon (2024) found that autonomy-supportive strategies such as offering activity choices, explaining the rationale behind learning tasks, and avoiding excessive control significantly enhance intrinsic motivation. When intrinsic motivation increases, students become more responsible, more disciplined, and more engaged in physical activities. This demonstrates that responsibility emerges

not only from external rules or enforcement but also from internal self-regulation supported by students' psychological needs for autonomy, competence, and relatedness.

Naylor et al. (2025) reinforce these findings by showing that students' perceptions of school-based physical activity quality depend heavily on the extent to which teachers provide choice and emotional support during learning. When teachers create an inclusive and supportive environment, students feel valued and attempt to regulate their behavior during physical activities. Meanwhile, Bishop (2021) found that during the COVID-19 pandemic, teachers who provided flexibility and autonomy support successfully maintained middle school students' engagement and responsibility. This suggests that autonomy support not only enhances motivation but also helps build learning responsibility in challenging contexts. Therefore, autonomy-supportive teaching complements TPSR, as both emphasize independence and active student involvement in PE learning.

Theme 3: Humanistic Pedagogical Approaches as the Foundation for Building Student Responsibility

The third major theme indicates that teacher strategies grounded in humanistic pedagogical approaches significantly contribute to the development of responsibility. These approaches focus on social-emotional development, empathy, self-reflection, and recognition of students' diverse strengths and identities. One of the primary humanistic strategies is Assessment for Learning (AfL). Moura et al. (2024) show that AfL through self-reflection, peer assessment, and open dialogue between teachers and students

enhances learners' awareness of their academic progress, naturally fostering responsibility for their tasks and behaviors. AfL positions students as active self-evaluators, strengthening their self-regulation.

Additionally, asset-based pedagogies emphasize students' strengths rather than their deficits. McMahon et al. (2024) report that when teachers focus on students' assets, learners feel valued and motivated to display responsible behavior both socially and academically. This approach aligns well with PE, where physical activities provide opportunities for teamwork, empathy, and self-control. Meanwhile, culturally responsive pedagogy highlighted by Paige et al. (2024) shows that when teachers acknowledge students' cultural backgrounds and integrate them into instruction, learners develop greater empathy and social responsibility. These meaningful and inclusive social interactions are especially important in collaborative PE settings.

Taken together, humanistic approaches add an essential dimension to responsibility formation by strengthening students' social-emotional capacities. Therefore, these strategies can be integrated alongside TPSR and autonomy-supportive teaching to create comprehensive, character-oriented PE learning environments.

CONCLUSION

The literature analysis demonstrates that the effectiveness of strategies used by Physical Education teachers to cultivate responsibility among junior secondary students is primarily shaped by the pedagogical models employed. The *Teaching Personal and Social Responsibility* (TPSR) model

consistently emerges as the central and most effective framework, fostering both personal and social responsibility through relational pedagogy, structured leadership opportunities, and mechanisms for value transfer beyond the instructional setting. Autonomy-supportive teaching further reinforces responsibility by fulfilling students' psychological needs for autonomy, competence, and relatedness, thereby strengthening self-regulation and independent decision-making. Complementing these approaches, humanistic pedagogies such as Assessment for Learning, asset-based learning, and culturally responsive teaching introduce essential socio-emotional dimensions that enhance reflection, empathy, and meaningful engagement.

Practically, the findings underscore the need for PE teachers to adopt pedagogical orientations that are student-centered, autonomy-enhancing, and grounded in character development rather than skill acquisition alone. This includes integrating TPSR principles with autonomy-supportive strategies and reflective AfL practices, while schools must provide supportive environments, professional development, and character-oriented assessment policies.

Several research gaps are also identified. Empirical explorations of TPSR within the Indonesian context, particularly at the junior secondary level, remain limited; integrated TPSR autonomy-supportive models are underdeveloped; and reliance on self-report measures restricts methodological rigor. Future research should incorporate observational and longitudinal designs, examine cultural and classroom climate influences, and develop pedagogical models that are contextually adaptive,

theoretically robust, and aligned with students' socio-emotional development.

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