

Chapter

Teaching Personal Social Responsibility Based on Physical Education: A Literature Review and Bibliometric Analysis

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Abstract

Responsibility is an important element that can support human personal and social life, including achieving success for students in school. The attitude of responsibility is divided into two domains, personal and social, which are necessary to improve the quality of individual life. This study aimed to improve students' habitual social and personal responsibilities through physical education. We performed a literature review and Bibliometric analysis that included studies published for five years (2018-2022) regarding integrating the Teaching Personal Social Responsibility Model in physical education. This is based on the assumption that physical education is beneficial in building students' personal and social responsibility, but a more systematic program is needed to achieve this benefit. The results of the study show that physical education can be an effective means of improving students' habits in terms of personal and social responsibility. This research contributes to the development of education, especially student character education. The implications of this research will contribute to

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changes in cognitive, affective, behavioral, and social aspects in the context of responsibility and character building of students, which will then be able to create students with good character.

Keywords: physical education, responsibility, student, TPSR

Introduction

Responsibility is a very important attitude and life skill for every individual. Personal responsibility is a condition where a person is in charge of looking after something as well as himself and must be responsible if something goes wrong. While social responsibility includes the duty to take care of oneself, others, and the environment, fulfill obligations and contribute to the community where the individual is located, help reduce the burden on others and create a better environment (Lickona, 1997). An attitude of responsibility is a personal characteristic needed to succeed in school and achieve a good quality of life through schooling. This is also reinforced by the opinion that one of the successes individuals achieve is determined by the values and beliefs adhered to and concrete actions to realize this success. Lickona also stated a similar statement in Hassandra & Guodas (2010) that responsibility is viewed both as a personal characteristic necessary for success in school and as a quality to be achieved through schooling. Therefore, it is necessary to instill an attitude of responsibility toward students at school, especially students who are starting to become teenagers.

Changes in adolescent behavior can be seen in the reality of their lifestyle, which easily enters a socially toxic environment. This causes dropping out of school, deviating from social behavior, and being involved in criminal activities (Gabarino, 1997). In addition, various negative phenomena that develop among adolescents, such as illegal drugs, free sex, exposure to money, fame, lifestyle, and fashion, as well as scenes of violence, often occur and are very easy to display in print and electronic media (Weissberg et al., 2003). This condition is also in line with the results of a survey by the United State Department of Health Service that schools are currently facing severe challenges along with the increasing phenomenon of deviant social behavior by students, such as violence, fights, drug and alcohol use, crime, depression in students and sexual deviance. Behavioral issues and moral and social crises that occur in schools today include violence (bullying), drug addiction, school truancy, free sex, issues of race

and culture, and conflicts between students (Escarti, 2012). Based on the information above, it can be concluded that the crisis of student attitudes and behavior has increased dramatically and is included in the moral crisis. Hence, it requires serious attention and handling.

Referring to the problems above, an effective effort is needed to improve the moral crisis and the attitude toward student responsibility in schools and, at the same time, increase positive student outcomes (Catalano et al., 2004). One program to overcome these problems is to provide education that focuses on an attitude of responsibility that aims to increase sensitivity to the rights, feelings, and needs of others, as well as the improvement and personal development of students individually or socially. In this case, the school is considered suitable as an educational facility and individual character development. Formal education in schools is one of the fundamental ways for students to socialize with other people, including how to live a good life individually or socially (Palamarchuk et al., 2022). In addition, Lickona (1997) also stated that school is a good place to teach values, norms, respect, and responsibility,

In connection with instilling attitudes of personal and social responsibility through the learning process in schools, Lickona (1996) states that subjects that have strategic potential in this direction are physical education. Physical education is a strategy for fostering student discipline; the results of Graham's (1992) show that efforts to foster good discipline must be integrated into physical education at every teaching to the end of the school year. Furthermore, it was also revealed that cultivating an attitude of responsibility must go through a chronic process. One of the training facilities to hone this habit is physical education learning (Lickona, 1996). Hellison and Wright (2003) stated that physical education is a good medium for building children's personal and social responsibilities.

Teaching Personal Social Responsibility (TPSR) is a responsibility development strategy integrated into physical education in schools that emphasizes students' intrinsic motivation. The strategy in question is a framework for conveying instructions related to teaching functions such as selecting materials, assigning learning assignments, and providing feedback and evaluation in the learning process. Learning strategies are carried out so that the material can be conveyed properly, following the aims and objectives of learning. The TPSR strategy is expected to stimulate students to participate in physical activity and physical education solely for their own sake and not expect extrinsic rewards (Orlanda, 2015). The TPSR strategy provides unique opportunities for students to reflect on and practice

responsible, moral, and psychosocial development and physical activity opportunities to improve physical fitness. The integration of TPSR through physical education is because physical education is an interactive, fun environment and provides various opportunities to explore emotions (Hellison & Wright, 2003). This study aimed to improve students' habitual social and personal responsibilities through physical education by exploring trends and theories: literature review and bibliometric analysis.

Method

This study aimed to improve students' habitual social and personal responsibilities through physical education by exploring trends, theories, literature reviews, and bibliometric analysis. We performed a literature review and bibliometric analysis using VOSviewer that included studies published for five years (2018-2022) regarding integrating the Teaching Personal Social Responsibility Model in physical education.

Results and Discussion

Teaching personal social responsibility (TPSR) is a study related to character-building strategies; this strategy is also a pattern of developing student responsibility and discipline that involves physical activity as a medium (Garcia et al., 2021). An attitude of responsibility is seen as an important aspect of achieving success and showing personal characteristics that students must achieve through the learning process at school (Lickona, 1997). Education about social responsibility aims to build and increase students' sensitivity to the rights, feelings, and needs of others. In contrast, personal responsibility relates to the development and improvement of an individual personal character. Physical activity and physical education, in particular, are considered suitable as a medium for learning the social-personal and emotional responsibility of students because, in physical activity and physical education, there are some interactions between teacher-students and students individually or in groups.

Based on Teaching personal social responsibility (TPSR) explains that individuals who have responsibility are individuals who have the desire to learn something new, can learn or work independently, and create and carry out programs that are made to improve self-quality (Manzano et al., 2020).

The TPSR model postulates five levels of responsible behavior: irresponsibility, respect, participation, self-direction, and caring. Each level of responsibility represents the current situation and the results that each individual must achieve in building their responsibilities. Some experts state that in achieving the goals of TPSR, it is necessary to pay attention to the psychological aspects of learning stated by Lickona (1996), which are understanding, feeling, and behavior - head, heart, and hand. These psychological aspects will guide TPSR learning toward holistic learning so that the learning output will include cognitive, emotional, and behavioral aspects.

The Description of Teaching Personal Social Responsibility (TPSR)

Teaching personal and social responsibility (TPSR) is a strategy for fostering responsibility through a learning process that considers students' attitudes, values, and behavior. In TPSR, there are two values related to personal responsibility, namely effort & self-direction, and two values related to social responsibility, namely respect & caring. These personal and social values should be balanced in human life so that Hellison and Wright divides the personal social balance into awareness levels (Hellison & Wright, 2003) or developmental levels (Richards & Shiver, 2020). The rationalization of TPSR in terms of affective learning objectives and attitudes of responsibility is believed to influence character development, social problems, and moral learning. The role of TPSR in building responsibility, according to Hellison and Wright (2003), will occur through changes in feelings, attitudes, values, and behavior if participants are involved and show the quality of their involvement in TPSR and apply it in everyday life.

TPSR, in this study, focuses on four levels of responsibility; these four levels have specific goals and targets for building student responsibility. The first two focuses are respect and effort as an initial stage; both are important to build a positive learning environment. The next focus is self-direction and caring, which aims to broaden the learning environment by encouraging students to become more independent, develop an attitude of wanting to help, and take on a role as a leader. If the atmosphere is created in the learning environment, it will create an effective learning atmosphere. Teachers can pay attention to children who need more help and, at the same time, make a positive contribution and experience for all students. Based on the explanation above, it can be concluded that TPSR is a character-building

strategy that has implications for increasing student responsibility and can create effective and conducive learning. The logical explanation regarding the influence of TPSR on increasing the level of responsibility is the principle of holistic learning and a continuous learning process so that it becomes a habit for students. In this case, physical education can become a medium if it focuses on cognitive, affective, and behavioral aspects.

Developmental Responsibility Level

Responsibility level is the main target that must be achieved in the TPSR learning model. The level of responsibility consists of respect, participation and effort, self-direction, and caring. Based on the TPSR strategy, the target level of respect, participation & effort must be achieved first before reaching another target level. Self-direction, which includes independence, makes personal programs the next achievement target because this level is quite difficult. The next achievement target, which is also quite difficult, is caring because it involves students' self-interest, and students must reduce their egocentricity when dealing with others. An explanation of the aspects of personal and social responsibility is as follows.

Level 1 Respect

Respect for the rights and feelings of others is an aspect of social responsibility aimed at providing physical and psychological security for all students and providing direction for students with self-control and respect problems.

Level 2 Participation and Effort

The level of participation and effort is an aspect of personal responsibility that is intended to help students gain positive experiences through TPSR - in addition to helping students better understand the role and effort in increasing self-potential not only in physical activity but in life. The first component at this level is self-motivation, which aims to help students cultivate motivation to participate in physical activity. In addition, exploring effort and the desire to try new things is very important for the student's experience.

Level 3 Self Direction

Level 3 consists of aspects of personal responsibility, which is independence. Students show an attitude of responsibility in completing assignments independently without supervision from the teacher. The next step leads to

goal-setting progress, depending on age, self-motivation, and student understanding. Level 3 includes the understanding and ability to do work for one's own needs, set goals and self-standards, and build and explore uniqueness or personal abilities.

Level 4 Caring

Level 4 is an aspect of social responsibility. Students are expected to have interpersonal skills, sensitivity, responsiveness, concern, and compassion for others at this level. Level 4, as well as level 3, needs to be adjusted to the age of the student. At level 4, students need to have interpersonal skills in listening and responding to others without judging or giving dogmatic input, helping others without being arrogant, helping only when needed and solving problems peacefully and democratically. Students at level 4 must understand that other people have interests and feelings like themselves. Therefore students must learn to see and feel things from other people's perspectives. In addition, level 4 requires inner strength and courage to resist the pressure and egocentricity of others as a form of leadership. Students are expected to have interpersonal skills, sensitivity, responsiveness, concern, and compassion for others at this level.

Implementation Strategy of Teaching Personal Social Responsibility (TPSR) Model

Themes for Teaching Personal Social Responsibility (TPSR)

The main strategies for implementing TPSR are summarized in TPSR themes. There are four main strategies in TPSR which aim to provide guidelines for program implementation in learning practices, units, and the implementation of physical activities to be consistent (Hellison & Wright, 2003). The main points of this strategy represent the essence of the theory, content, and documents of TPSR. In other words, the main point of this strategy to make the activities in each meeting of the TPSR program are always constant. The main TPSR strategy that should serve as a guide to direct program implementation is as follows.

Student-Teacher Relationship

The success of the TPSR program will depend on harmonizing the relationship between teachers and students as important elements in achieving learning objectives. In a student-teacher relationship, good

communication must be established to build students' knowledge and understanding of the learning program being delivered. This basic strategy regarding the relationship between teacher and student is very important because "none of these things matter if you don't develop a certain kind of relationship with your students" (Hellison & Wright, 2003). In other words, learning is meaningless if a good relationship between the teacher and students is not built.

Integration

The TPSR program must be integrated into a lesson or physical activity unit and should not be carried out separately. Therefore, teachers or instructors who implement the TPSR program must be competent in teaching physical activities and teaching students how to become personally or socially responsible through these physical activities. In the integration process, teachers must teach and direct students to behave according to their respective levels of responsibility through physical education learning units.

Transfer

The transfer is the main strategy and becomes important in teaching personal and social responsibility. In the transfer process, the teacher must work hard to train and direct the students' responsibilities so that they are embedded in them. Students may be able to learn responsibility in physical education classes. Still, other areas of life, such as the school environment, play environment, and home environment, cannot be done automatically. Teachers must ensure that the transfer of responsibility components is achieved and attached to students so that they can support their daily lives.

Empowerment

TPSR is used to teach personal and social responsibility, as recommended by Lickona. In TPSR, the teacher becomes a facilitator who gradually shifts the learning position from teacher-center to student-center. This pattern will cause students to learn more, and the teacher does less work, so there is only a change in the teacher's role from direct instruction to guidance. When the teacher carries out the empowerment process, the teacher provides opportunities for students to learn to make moral decisions personally or socially, accompanied by self-reflection. Some strategies to help the empowerment process are group meetings and self-reflection time on the daily lesson plan.

Lesson Plan

Consistency in TPSR implementation and level of responsibility are important features of the TPSR strategy. One way to achieve this consistency is to use the daily lesson format in each learning unit. It aims to adjust the specific learning objectives into routine activities in the classroom. The Lesson Plan consists of the following:

- Counseling Time
- Awareness Talk
- Lesson Focus
- Group Meeting
- Reflection Time.

Integration of Teaching Personal Social Responsibility (TPSR) in Physical Education

Integrating personal social responsibility in physical activity is one of the four themes of the TPSR implementation strategy. Physical education is an aspect that will become a media integration for applying the TPSR format lesson plan. In carrying out this integration, the teacher implements TPSR by inserting awareness talk processes, group meetings, and reflection time in the physical education learning plan.

Physical Activity Content

The form and content of the physical activity are an integral part of the physical education program. Meanwhile, the levels and themes of TPSR need to be integrated into physical activity units, one of which is physical education. The most important thing if you want to achieve the goals of TPSR is to facilitate students with experiences to be responsible during physical education learning. In addition, the teacher must also be able to create a vibrant and fun learning atmosphere. In this case, what needs to be considered in creating personal and social responsibility learning is that teachers must be competent in physical education, have pedagogical skills, and understand the TPSR model. This is because physical education as a physical activity is a very central part and a dominant feature of the TPSR

program. TPSR can be integrated into various forms of physical education activities, although each form of activity will facilitate the program differently depending on the characteristics of the physical activity. For example, physical fitness activities will facilitate the development of the individual, non-competitive personal responsibility. The required feedback will be less than learning skills, so independent learning strategies will be more appropriate.

The teacher may not be able to play all physical activities and games well; the most important thing is to find and use an appropriate teaching style in these physical education activities. Demonstration by the teacher is not essential; the teacher can use other ways of demonstrating subject matter lacking mastery, for example, with videos or presentations by students who are considered competent. The main point is that the teacher must be responsible for knowing and understanding as much as possible about the content of the learning material and using an appropriate teaching style to convey the material so that learning objectives and TPSR are achieved effectively and efficiently.

Strategy Progression

Strategy Level 1

Level 1 responsibility focuses on respecting the rights and feelings of others and is expected to change disrespectful behavior. Inclusion games are a form of play that can help students to participate in learning following the principles of level 1 responsibility. So the strategy teachers can use at level 1 is to change or modify the rules of the game; it is hoped that all students can participate correctly and there is no room for students to be mutually disrespectful towards other students.

Strategy Level 2

The level 2 strategy is carried out to increase student self-motivation as an initial step in developing empowerment; this is done by helping less motivated students who don't want to try or do new things in physical education learning activities.

Strategy Level 3

At level 3, students are directed to improve further their ability to make decisions individually. Students are also directed to practice self-direction

and make and carry out personal plans that describe their needs and efforts. An example is that students are directed to make their physical fitness targets, then plan their activities to achieve them.

Strategy Level 4

At level 4, students are directed to understand and achieve aspects of responsibility. These aspects of responsibility relate to being cooperative and trustworthy, providing mutual support to friends, helping each other, and acting as a leader.

Bibliometric Analysis of Teaching Personal Social Responsibility Based on Physical Education TPSR and Physical Education Areas based on VOSviewer using Network Visualization

Figure 1 shows the network visualization for TPSR and physical education areas. Figure 2 shows TPSR and physical education areas based on VOSviewer using density visualization.

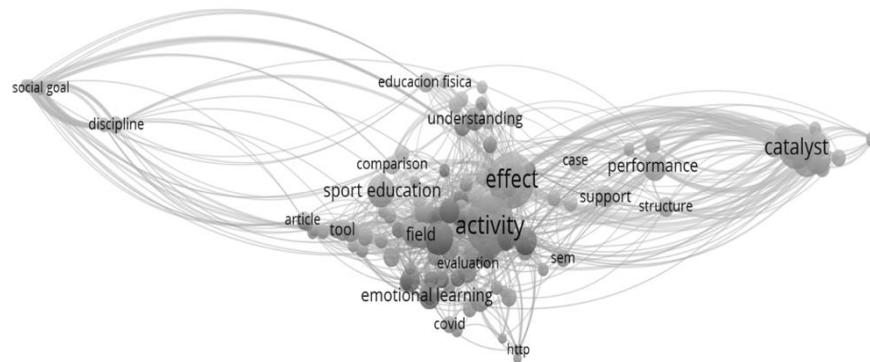


Figure 1. Network Visualization for TPSR and Physical Education areas.

The TPSR strategy plays a role in students' responsibilities' chronic development and character. This happens through changes in feelings, attitudes, values, and behavior if participants are involved and show the quality of their involvement as expected in the TPSR program plan. This research has tried to carry out the TPSR strategy in a programmed, regular manner and fulfill the research principles. In addition, this study seeks to pay attention to the recommendations of theories relevant to TPSR and learning

so that the program scenario framework is maintained according to the directions of these theories. In carrying out program interventions, the teacher not only tries to instill knowledge about responsibility but also motivates and provides reinforcement so that students have the desire and desire to be responsible.

After students' desire to be responsible is explored, it will be easier for them to practice and apply these attitudes in everyday life. This follows the theory of value education (Lickona, 1996). In forming character towards virtue and responsibility, one must pay attention to "aspects of knowing, wanting, and doing." In addition, the teacher tries to motivate and facilitate students to realize an attitude of responsibility through their participation in physical education activities. Providing continuous feedback, awareness talk, and reflection in the TPSR strategy is one of the keys carried out by the teacher to instill an attitude of responsibility so that it sticks to students. The results show that students given the TPSR strategy treatment have better personal and social responsibility values than those given the conventional strategy treatment.



Figure 2. Density Visualization for TPSR and Physical Education areas.

Character building and responsibility must be based on internal psychological control. In addition, it must be based on the principle that the behavior of each individual will depend heavily on the individual's way of thinking, emotion, and action and not only due to external factors. Personal or social responsibility is an attitude born based on thoughts and desires to do good and pay attention to the needs of others as members of society. Cognitive capacities such as critical thinking and moral reasoning are the first step in the emergence of an attitude of responsibility; based on these intellectual abilities, the individual will be able to feel, feel, and arouse his emotional abilities. Interpersonal and emotional skills such as sympathy,

empathy, and the desire to be responsible are great assets for individuals to interact and make social contributions to society. The theory regarding character education expressed by Lickona emphasizes the development of “Good Character.” Based on this theory, to build “Responsibility virtue” or virtue that leads to Good Character must pay attention to three aspects of learning, namely “understanding, feeling, and behavior,” which is then defined into the components of knowing the good, desiring the good, and doing the good (Lickona, 1996). This theory builds and develops an attitude of responsibility based on these three aspects to support comprehensive and holistic learning so that the output follows the objectives.

In addition to comprehensive and holistic education, the development of Good Character in Value/Character Education must also be supported by habits. Habitual must continue to be honed through repetition and practice, which becomes automatic behavior in students’ lives. This is important because “Good character is not formed automatically in the classroom; it is developed over time through a sustained process of teaching, example, learning, and practice” (Lickona, 1997). The concept of good character includes habits of mind, habits of heart, and habits of action. The habit explains how to accurately understand the concept of “what is right and wrong,” what repairs and destroys humans, and stimulates individuals to have a high responsibility towards others. These values are the foundation for “well-grooved habits of responsible behavior” (Lickona, 1997). In this study, the theory of Value/Character Education (Lickona, 1996) serves as a guide for producing an attitude of responsibility, becomes a framework for building behavior, and strengthens ways of thinking, feeling, and being responsible. Based on the theory, students learn to build their personal and social responsibility competencies cognitively, emotionally, and also behavior. These personal and social responsibility competencies demonstrate students’ capacity to regulate emotions, solve problems effectively, and improve and maintain good relationships with others.

Conclusion

TPSR is a learning framework that aims to increase students’ personal and social responsibility. Increasing this responsibility can only be achieved through a holistic and comprehensive learning concept. The TPSR strategy is implemented in physical education to create learning that meets these characteristics. The goal is to increase students’ personal and social

responsibility. The results of the study show that physical education can be an effective means of improving students' customary in terms of personal and social responsibility. This research contributes to the development of education, especially student character education. The implications of this research will contribute to changes in cognitive, affective, behavioral, and social aspects in the context of responsibility and character development of students, which will then be able to create students with good character.

Disclaimer

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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