

## **The Relationship Between Rhythmic Gymnastics And Physical Fitness of Mentally Retarded Children**

**Darmeswara Rosidin<sup>1A-E</sup>, Fiqri Al Ayubi<sup>2B-D</sup>, Ulfa Fitriyanti<sup>3B-D</sup>, Muhammad Akkilasyah<sup>4B-D</sup>, Irpan Maulana<sup>5B-D</sup>, Sherly Milanton<sup>6B-D</sup>, Dewi Susilawati<sup>7B-D</sup>**

<sup>1,2,3,4,5,6,7</sup>Elementary School Physical Education, Indonesian University of Education, Sumedang, Indonesia

[rdarmeswara@upi.edu](mailto:rdarmeswara@upi.edu)<sup>1</sup>, [fiqrialayubi09@upi.edu](mailto:fiqrialayubi09@upi.edu)<sup>2</sup>, [ulfafitriyanti@upi.edu](mailto:ulfafitriyanti@upi.edu)<sup>3</sup>, [akkilpermana@upi.edu](mailto:akkilpermana@upi.edu)<sup>4</sup>, [Bangba018@upi.edu](mailto:Bangba018@upi.edu)<sup>5</sup>, [sherly.milanton@upi.edu](mailto:sherly.milanton@upi.edu)<sup>6</sup>, [dewisusilawati@upi.edu](mailto:dewisusilawati@upi.edu)<sup>7</sup>

### **Authors' contribution:**

**A.** Conception and design of the study; **B.** Acquisition of data; **C.** Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

**Received:** 2024-05-25

**Accepted:** 2024-08-23

**Published:** 2024-09-21

### **ABSTRACT**

This study aims to explore the relationship between rhythmic gymnastics and physical fitness in mentally retarded children. This research method uses qualitative data collection involving observation of participants during the rhythmic exercise program and measuring physical fitness levels using relevant tests. The data collection process in this research was carried out through observation, interviews, and documentation studies at SLB Pembina Ci, Alaka Sumedang. The results of the research show that rhythmic gymnastics has the potential to make a positive contribution to improving the physical fitness of mentally retarded children. Implications for the development of rhythmic exercise programs as part of physical education and rehabilitation for children with intellectual disabilities are discussed.

**Keywords** : Rhythmic Gymnastics; Physical Fitness; Mental Retardation.

## **INTRODUCTION**

Education is very important in producing more human resources to drive the progress of the nation and state. Education is a means to realize the growth of a rich and dynamic human culture or a shift in living culture. This is in line with Law Number 20 of 2003 concerning the National Education System which states that everyone who has the right to receive special education due to physical, emotional, mental, intellectual, and/or social needs can obtain it in Article 5. paragraph 2. This shows that children with special needs have the right to receive educational assistance.

Gymnastics is the optimization of physical activity in child development (Mahendra 2002). Child development that can be formed is endurance, agility, intelligence, flexibility, and good body coordination cooperation. The classification of gymnastics is rhythmic gymnastics. Rhythmic gymnastics is a gymnastic movement that combines various forms of movement with accompanying rhythms, for example combining clapping rhythms, tapping, tambourines, singing, music and so on (Sudarsini, 2013). A modified form of rhythmic gymnastics is cheerful gymnastics. (Nuryanti et al., 2015) Stated that cheerful gymnastics

is gymnastics that is done with movements accompanied by cheerful music with the aim that children who practice gymnastic movements will be more active, cheerful, and enthusiastic with the accompaniment of the rhythm of the music when doing gymnastics. Based on the description above, it is hoped that this cheerful gymnastics can provide progress in gross motor skills in children with mild mental retardation and children can move and be agile without stiffness.

According to Muhajir (2007), rhythmic gymnastics is useful in developing physical components and motor abilities which include the development of muscle endurance, flexibility, coordination, balance and agility, so that the abilities developed during gymnastics activities are very fundamental to movement in general. Fundamental basic movements are movement patterns that are the basis for more complex movement agility. These movements occur based on reflex movements related to the body, which are innate and occur without training but can be refined even better with training. Good performance of this movement pattern is important because it is the starting point for the development of children's perceptual and physical abilities, and is no less important for the development of sports movement skills.

Physical fitness is a person's physiological quality or condition so that it is different from physical activity or physical exercise (Gibney, et al., 2015). The definition of physical fitness according to other experts is a series of physical characteristics possessed or achieved by a person and related to the ability to perform physical activities (Haskell & Kiernan, 2006) Sukamti (2016).

Sunardi and Sunaryo (2007: 7) stated that children with special needs include children with special needs who are permanent and have certain disabilities (children with special needs) and children with temporary special needs. Furthermore, Tarigan (2000: 9) states that what is meant by children with special needs in an educational environment can be interpreted as someone who has mental, physical, emotional, or deviant behaviour that requires modification and special services to develop it. Continuously maximize its full potential. One of the children with special needs is entitled to receive special education services for children with moderate mental retardation. Children with mental retardation are children who are below average in intelligence. According to Sunardi and Sunaryo (2007: 7), children with special needs are defined as those who have extraordinary needs, whether temporary or permanent, as well as those who have certain disabilities.

Special physical or mental disorders in children with special needs who have developmental disabilities (mentally retarded) require special education services following the Republic of Indonesia Law on the National Education System No. 2 of 1989 (in Article 11 paragraph 4 and Article 38) and reaffirmed in the Republic of Indonesia Law on the National Education System No. 20 of 2003 in article 3 paragraph 1 that: special education is education for students who have difficulty in following the learning process due to physical, emotional, mental, social disorders and/or have the potential for intelligence and special talents (Bandi, 2006:55).

During Physical Education learning in the field, some students are less active in following instructions from the teaching teacher, and there are still students who are silent during Physical Education learning in the field. In addition, there are students with Mental Retardation who have not been able to walk, jump and run properly during physical activities in the field. Therefore, Physical Education learning itself has not achieved optimal results.

## METHODS

The researcher in this study combines a descriptive approach with a qualitative approach as the research methodology. A qualitative research approach is used. "Methodology is the process, principles and procedures that we use to approach problems and find answers" (Mulyana, 2008, p. 145). Rather than changing human behaviour into quantitative entities, qualitative research seeks to preserve the form and content of human behaviour while analyzing its attributes (Mulyana, 2008: 150). The purpose of this descriptive study is to produce an orderly, honest and accurate picture of the characteristics, traits and interconnections between the phenomena studied.

The observation conducted in this study was to visit the SLB. Observations were made by observing mentally retarded children doing sports activities (rhythmic gymnastics) using music media to find information on the health and physical activities of mentally retarded children. Interviews were conducted to find out how to complete the data and efforts to obtain accurate data and the right data sources. In this study, the author interviewed 3 teachers concerned (experts) in their fields consisting of sports teachers, mentoring teachers and curriculum experts. Documentation study in this study is needed to sharpen the research analysis related to sports activities carried out, especially in rhythmic gymnastics to measure how active mentally retarded children can be in doing physical activities. The author used a purposive sampling technique to determine the informants in this study. The purposive sampling technique is a way to determine informants by selecting informants according to the criteria and needs of the author in this study.

## RESULTS AND DISCUSSION

### Result

Based on the interviews and observations that have been conducted, the author can describe the relationship between rhythmic gymnastics and the physical fitness of mentally retarded children. The observations and interviews that the author conducted took place at SLB Cimalaka Sumedang, West Java. Several questions the author raised during the interview were about rhythmic gymnastics, physical fitness and people with mental retardation. In this study, the author obtained results regarding physical fitness through rhythmic gymnastics for children with mental retardation. From the interview, the author obtained a lot of information about how people with mental retardation can get their physical fitness through rhythmic gymnastics. Mental retardation is a term for people with intellectual and cognitive abilities that are below average compared to people in general. This condition is usually detected since childhood, but can also appear in adulthood. Mental retardation also varies, there are mild mental retardation (IQ: 51-70), moderate mental retardation (IQ: 36-51), severe mental retardation (IQ: 20-35), very severe mental retardation (IQ below 20). Children with intellectual disabilities are children who experience obstacles in mental and intellectual development which impact their cognitive development and adaptive behaviour, such as being unable to concentrate, having unstable emotions, liking to be alone and quiet, being sensitive to light, etc.

In SLB Cimalaka, some special sports teachers have a routine program every Friday, namely Friday (healthy Friday), in addition to the scheduled sports learning. In this SLB, they still use the 2013 curriculum (K-13), where they modify sports learning according to children with disabilities in the SLB. The following is the interview result.

"Mr Imam, regarding the discussion of physical fitness in SLB Cimalaka, we, like schools in general, have a sports learning schedule. But to support physical fitness more, our SLB has a routine program that is always carried out on Fridays called Jumhat (Healthy Friday). By doing rhythmic gymnastics together, not only people with intellectual disabilities but also other people also participate in the activity, indirectly our SLB carries out sports twice a week. Is there a relationship between rhythmic gymnastics and the physical fitness of children with intellectual disabilities? Of course, the purpose of exercising is for their physical fitness. Especially for children with intellectual disabilities who have different specialities from normal children, holding Fridays with rhythmic gymnastics activities indirectly supports the physical fitness of children with intellectual disabilities. Even though they don't pay attention to the correct movements, at least they want to move or move their bodies actively. Therefore, patience is needed to invite children with intellectual disabilities to an activity, both learning and sports activities, because children with intellectual disabilities have different characteristics".

In the interview results above, it has confirmed the answer from the first informant. The author sees a tendency that rhythmic gymnastics with physical fitness indirectly has a significant relationship with mentally retarded children. By holding rhythmic gymnastics, it can also make children happy, because there is an element of music in every movement that makes mentally retarded children move following the existing music. So not only fitness is obtained but also a sense of joy and happiness when doing rhythmic gymnastics.

## CONCLUSION

The main conclusion of this article is that rhythmic gymnastics has a positive and significant relationship with the physical fitness of mentally retarded children. This is proven by visiting SLB. Observations were made by watching mentally retarded children doing sports activities (rhythmic gymnastics) using music media. Increasing physical fitness for rhythmic gymnastics indirectly supports the physical fitness of mentally retarded children. Although they do not pay much attention to the correct movements, at least they are willing to move or move their bodies actively. The results of this study indicate that rhythmic gymnastics can be an effective alternative physical activity to improve the physical fitness of mentally retarded children. Rhythmic gymnastics is easy to learn and fun for mentally retarded children, so it can increase their motivation to exercise.

## REFERENCES

- Dimiyati, A., Priyanti, E., Dewi, R. R. K., Iqbal, R., & Julianti, R. R. (2022). Workshop Model Permainan Olahraga Untuk Anak Disabilitas Tunagrahita di SLB C Tunas Harapan Karawang. *Jurnal Pengabdian Masyarakat Progresif Humanis Brainstorming*, 5(3), 484–488. <https://doi.org/10.30591/japhb.v5i3.3866>
- Ekici, S., & Kocabiçak, A. Y. (2016). Investigation of applicability of the sports life coaching on the mentally retarded individuals. *Studies on Ethno-Medicine*, 10(2), 241–248. <https://doi.org/10.1080/09735070.2016.11905493>
- Intani, A. D. (2016). Pengembangan Model Pembelajaran Motorik Berbasis Permainan Pada Mata Pelajaran Pendidikan Jasmani Anak Tunagrahita. *Motion*, 1(1), 73–88.

- Krismon, A. dan Irdamurni, I. (2023). Meningkatkan Kemampuan Motorik Kasar melalui Senam Ritmik bagi Anak Tunagrahita Ringan di SLBN 1 Panti. *Jurnal Pendidikan Tambusai*, 7(1), 1507–1512. <https://jptam.org/index.php/jptam/article/view/6011>
- Munir, M. (2019). Penggunaan Metode Direct Instruction Berbasis Pemodal Senam Fantasi Terhadap Motorik Kasar Anak Tunagrahita Ringan. *Jurnal Pendidikan Khusus*, 1–15. <https://jurnalmahasiswa.unesa.ac.id/index.php/38/article/view/29829%0Ahttps://jurnalmahasiswa.unesa.ac.id/index.php/38/article/viewFile/29829/27334>
- Retnawati, L. (2013). *JURNAL PENDIDIKAN KHUSUS Diajukan kepada Universitas Negeri Surabaya*. 1–25.
- Rohmah, L. N., Lufthansa, L., & Istiawan, N. (2023). Model Pembelajaran Senam Irama untuk Meningkatkan Keterampilan Motorik bagi Anak Tuna Grahita di SLB Negeri Kedung Kandang. *GYMNASIA: Jurnal Pendidikan Jasmani Olahraga Dan Kesehatan*, 1(2), 41–48. <http://jurnal.anfa.co.id/index.php/PJKR/article/view/655%0Ahttp://jurnal.anfa.co.id/index.php/PJKR/article/download/655/639>
- Septiana, A., Rahayu, S., & Sugiarto. (2020). Latihan Senam Ayo Bersatu Dapat Meningkatkan Kebugaran Jasmani Anak Tunagrahita Ringan Di Slb Negeri Semarang. *Journal of Sport Sciences and Fitness*, 5(2), 104.
- Setyaningsih, A. F., & Kuntjoro, B. F. T. (2020). Pengaruh Senam Ceria Terhadap Motivasi Belajar Siswa Tunagrahita Di Sdlb Siswa Budhi Surabaya. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 08(01), 195–198.
- Suryam Dora, D. (2017). PENDIDIKAN JASMANI SEBAGAI SARANA PENGEMBANGAN DIRI PADA ANAK TUNAGRAHITA. In *STUDIES ON VARIATION IN MILK PRODUCTION AND IT'S CONSTITUENTS DURING DIFFERENT SEASON, STAGE OF LACTATION AND PARITY IN GIR COWS M.V.Sc D SURYAM DORA LIVESTOCK*.
- Yumaika, C., & Ardisal. (2020). Efektivitas Senam Ceria untuk Meningkatkan Kemampuan Motorik Kasar Anak Tunagrahita Ringan. *Ranah Research: Journal of Multidisciplinary Research and Development*, 2(3), 46–52.
- Zaini Miftach. (2018). *KONTRIBUSI LINGKUNGAN KELUARGA DAN AKTIVITAS FISIK TERHADAP KESEKARAN JASMANI ANAK TUNAGRAHITA*. 53–54.