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Game Model In Improving Agility In SLB C Students

Mochamad Fahmi Islahuddin[1A-E*], Rd Naufal Kasibah S[2B-D], Muhammad Fatiar Syarif[3B-D], Citra Ayu Lestari[4B-D], Bahtiar Dwi Adi Septiawan[5B-D], Dewi Susilawati[6B-D]

[1,2,3,4,5,6]Elementary School Physical Education, Indonesian University of Education, Sumedang, Indonesia

mochamadfahmi2525@upi.edu[1], fatiarsyarif20@upi.edu[2], citraayulestari3073@upi.edu[3], adiseptiawanb@upi.edu[4], naufalkasibah0@upi.edu[5], dewisusilawati@upi.edu[6]

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

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ABSTRACT

This research aims to explore the relationship between game models and increasing the agility of students with special needs (SLB) type C. The research method used is qualitative with literature studies to collect information about game models that have been proven effective in increasing agility in children with special needs type C The research results show that the application of a game model that is structured and adapted to the needs of SLB C students can make a positive contribution to increasing their agility. The implication of this research is the importance of a creative and focused approach in developing game models to support the development of motor and agility skills in children with special needs.

Keywords : Model; Game; Agility.

INTRODUCTION

Education in Indonesia is intended for everyone from young children to adults, even for people with disabilities. Education does not only come from school but can also come from social interactions that occur in community life. In addition, education does not limit age because education is intended for all groups and all ages. Not all children are born in perfect condition, some small children experience obstacles in both physical and mental development.

Such children are classified as children with special needs. Children with special needs have the same rights as normal children in obtaining education and learning at every level of education (Beltasar Tarigan, 2008). Children with special needs are the same as normal children who need perfect care or maintenance, guidance, care, and education so that children with special needs can become independent human beings without relying on the help of others. Education for children with special needs requires a separate service pattern with functional development (children with developmental impairment), it is hoped that development refers to a certain condition with intelligence and adaptive function, by showing various problems with different cases (Sukriadi, 2021).

Adaptive learning must be able to improve or minimize the impact of the disorders possessed by students, not worsen the condition of students (Sari, 2013). Adaptive learning is ordinary learning that is modified and designed in such a way that it can be learned, implemented and meets the educational needs of children with special needs (Irham, 2003). Children with special needs have problems in their sensory, motoric, learning and behavioral. All of this results in disruption of the child's physical development. This is because most children with special needs experience obstacles in responding to stimuli provided by the environment to move and imitate movements and some are even physically impaired so that children cannot make directed and correct movements. Children with special needs must be able to be independent, adapt, and compete with children in general, on the other hand, children with special needs cannot automatically do movement activities. This will have an impact on the development and improvement of physical abilities and movement skills. Adaptive Physical Education contributes to helping children with special needs in the development and improvement of children's physical abilities and movement skills. Teachers as facilitators of children with special needs must be able to meet the needs of students. Teachers need additional adjustments in providing instructions during learning. Therefore, physical education teachers are required to be creative and observant in choosing a suitable and appropriate method.

Children with special needs is another term to replace Extraordinary Children (ALB) which indicates a special disorder (Bandi Delphie, 2007). The term children with special needs does not mean replacing the term children with disabilities or Extraordinary Children but uses a broader and more positive perspective on students or children who have diverse needs.

Special needs referred to in this context are needs related to education. Children with special needs in an educational environment can be interpreted as someone who has physical, mental, emotional or behavioural deviations that require modification services and special services to develop optimally (Beltasar, 2000). Children with special needs are children who have physical, mental, behavioural or sensory abnormalities that require special education to develop their abilities (capacity) to the maximum. They have the same rights as normal children to grow and develop in the family environment, so special schools must be packaged and designed in such a way that their programs and services are close to the environment of children with special needs.

METHODS

This research was conducted at the Cimalaka Special Needs School, which specifically serves children with special needs for intellectual disabilities from kindergarten, elementary, junior high, and high school levels. The method used in this study is descriptive qualitative with data collection and collection using observation and interview techniques. Observations were carried out to determine the learning model for mentally retarded children. At the observation stage, the researcher observed the gross motor skills of children and the memory of mentally retarded children in a triangle game activity that was given balloons at each post with each post having a balloon of a different colour, then the child listened to what the teacher ordered, for example if the teacher said a green balloon then the child had to run towards the green balloon, with data collection techniques by observing the subjects studied and interviewing the class teacher (Sukriadi, 2021) While the data analysis technique uses the miles and Huberman model with the data analysis stages, namely data reduction, data presentation, drawing conclusions and verification by testing the validity of the data

using triangulation techniques. The results of the study showed that the motor skills of mentally retarded children were increasingly developed with the activity of playing triangles that were given balloons at each post with each post having a balloon of a different colour, resulting in movements that caused the whole body to move. The findings in this study were that in playing triangles that were given balloons at each post with each post having a balloon of a different colour, it could train the gross motor skills of mentally retarded children in walking with various movements outside or inside the triangle, then the child was able to listen to what the teacher ordered, for example, if the teacher speaks a green balloon then the child must run towards the green balloon being able to pass each post and stimulate the child to hone his motor movements (Sukriadi, 2021).

RESULTS AND DISCUSSION

Result

Observations were made by paying attention to the grid that had been created. The grid that the researcher created had three indicators that covered the things that the researcher would observe. The first indicator is student involvement which includes the role of students during the learning activities. The second indicator is the teaching method related to the appropriate game model for mentally retarded children. The third indicator is student difficulties which include problems or obstacles that arise when the learning activities take place (Sukriadi, 2021). During the learning activities, several students were less focused on following the learning. These students were still constrained in Physical Education activities so they needed more time than other students to learn. Students who experience learning difficulties tend to be left behind and prefer to play alone, especially when they are free from teacher supervision. Because the teacher also cannot always monitor and help them at all times. In designing learning activities, teachers need to pay attention to the condition of the students. Teachers can choose a group game model that is fun and easy to implement. This method helps teachers monitor students more easily when students experience difficulties that the teacher does not know. Researchers refer to data from the results of the needs analysis that are expressed, namely the purpose of the game, the place of the game, the tools used, the number of players, how to play and the rules of the game, as well as illustrations of the game (Sukriadi, 2021).

Children with intellectual disabilities who are involved in games specifically designed to improve motor skills are encouraged to make significant improvements in various motor activities, including picking up objects, reaching, and running. There are several factors that we can assess why this game learning model is effective in improving the agility of SLB children, especially those with intellectual disabilities, including, Increasing high motivation, More active learning, Social contexts that involve social interaction with other friends that can help children in developing their social and emotional skills, and providing stimulus variants.

This shows that the variation method has an impact on agility in mentally retarded students which can be done effectively by using the small game variation method. This is also a very good thing for the advancement of physical education because it is hoped that the results of this study can be implemented in the classroom to improve the agility of mentally retarded students by teaching them through various modified games. These results show that the game model not only improves basic motor performance but also helps develop more complex basic performance.

Discussion

This indicates that the game variation method is an appropriate effort to see the effect of agility on mentally retarded students at SLB C Cimalaka. This is also a very positive thing for the development of physical education because the results of this study are expected to be applied to classroom learning, namely by providing lessons through small game models that can effectively increase the influence on the agility of mentally retarded students. This is in line with the statement made by Peter & Banciu, (2013) which states that students will participate in a series of activity-based games, where the activities to be played are placed in various real-life situations and can achieve positive results in their recovery. Finally, the research report on small game interventions in warming up Physical Education learning for mentally retarded children aged 16-19 years conducted by (Supriyana et al., 2022) revealed that there is an effect of small games in warming up physical education learning on the level of physical fitness of SMALB-C Tunas Harapan students.

CONCLUSION

The use of game models to improve the agility of children with special needs (SLB) C is a creative and successful strategy. Adapt to abilities: Change the game to suit the skills and physical limitations of each student. Conduct regular assessments to determine the effectiveness of training and make necessary method adjustments. Provide tools and facilities to enable game activities to improve agility. Ensure that children with special needs can use all facilities and equipment safely. Assess and monitor student progress continuously to measure their level of agility. This is intended by practicing the following suggestions, the agility of SLB C students will increase through fun and successful game models.

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