

Overview of Learning of Physical Education With The Locomotive Ability of Children With Special Needs In SLB-B At SLB Negeri Pembina Cimalaka

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A. Conception and design of the study; **B.** Acquisition of data;
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ABSTRACT

Children with special needs who are deaf are children who have hearing problems. Children with special needs who are deaf will certainly face various problems with their special needs. All these problems need to be resolved by providing education, guidance, and training services so that problems that arise can be resolved well. This research aims to determine the level of locomotor ability in children with special needs in SLB-B at the Pembina Cimalaka Sumedang State SLB school. This type of research is descriptive research with several research subjects, namely students with hearing impairment, totaling 20 SLB-B students at the Pembina Cimalaka Sumedang State SLB school.

Keywords : Learning; Physical Education; Locomotor; Children with Special Needs.

INTRODUCTION

Physical education is not only intended for ordinary students but also for students with special needs (ABK). Students with disabilities in educational environments are defined as individuals who have variations in mental, physical, emotional, or behavioral conditions that require special adjustments and services so that they can develop their potential optimally. Adaptive physical education is an individual program that includes physical/bodily aspects, motor fitness, basic movement patterns, and skills in activities such as swimming, dancing, and sports games, both individually and in groups, which are specifically designed for students with disabilities, students with special needs have the same rights as normal students to get education and learning that suits their needs. They also have the right to get guidance in the field of physical education, which is the main responsibility of teachers in the field. (Hendrayana, 2007:7). Students who have special needs in physical education often have limitations in their motor abilities. In adaptive physical education learning, it is important to ensure that all instructions are given clearly and with easy-to-understand cues. For students with hearing impairments, such as deafness, communication is a challenge because they cannot hear the instructions given by the physical education teacher.

According to Tarigan (2008:30), there are two categories of hearing impairment, namely deafness, which indicates severe damage to the hearing aid so that students cannot receive or process language information, and hard of hearing, which indicates damage to the hearing aid that can be permanent or non-permanent, but not as severe as deafness. Elementary school children with special needs have the right to receive adequate education to facilitate their optimal development and growth. In particular, their motor or psychomotor development must be considered. One aspect of psychomotor that needs to develop well in deaf children is gross motor skills (Suhartini, 2020). However, there are still many children with special needs who have poor gross motor skills, especially having difficulty in making movements that require coordination between large muscles, obstacles in controlling balance, or difficulty in participating in physical activities, this will hinder the growth and development of the child and will have difficulty in carrying out their daily activities. If a child is not nurtured or trained properly, the child's development will be hampered, including the development of gross motor skills. To overcome this, it is necessary to encourage children to actively participate in physical activities regularly (Mayasari et al., 2022). The gross motor skills of normal children and children with special needs are equally needed for their daily lives. Therefore, research on "Description Of Learning Physical Education With The Locomotive Abilities Of Children With Special Needs In SLB-B" is important considering that many children with special needs are hampered in improving their locomotor abilities. Locomotor abilities in children also have great potential in influencing the level of self-confidence and emotional stability of children (Ramdani & Azizah, 2019). The progress of children's locomotor movements plays an important role in supporting children's fitness levels because intensive physical activity in daily life will indirectly increase the level of physical fitness (Mashuri et al., 2022)

The search results via Google Scholar from 2015 to 2024 last there were 3 studies relevant to this research problem, regarding locomotor movements in children with special needs. For example, in the study of Indardi (2015) Conducting a study on "Repetition of rounders game techniques on improving gross motor skills in children with mild mental retardation". Using the Experimental Pretest Posttest One Group design, with a sample of 7 children with mild mental retardation. The results showed that repetition of rounders game techniques affected improving gross motor skills in children with mild mental retardation. Then research from Auliani (2019) Conducted a study on "The effectiveness of rubber rope jumping games to improve gross motor skills in children with mild mental retardation". Using the ABA design, the results of the study showed that children's gross motor skills increased with the implementation of the rubber rope jumping game. Furthermore, research from Ngaisah (2023) Conducted a study on "Traditional Engklek Games as an Effort to Develop Gross Motor Skills in Children with Mental Retardation". By using a qualitative design with a sample of 6-year-old special needs children, the results of this study showed that the hopscotch game can train the gross motor skills of mentally retarded children in walking with various movements outside or inside the sketch map, being able to jump with one foot and two feet, being able to throw objects and jump carrying objects, being able to tiptoe and run fast.

Responding to previous studies, such as Indari's (2015) study which only focused on improving locomotor movements in children using rounders, has not studied improving locomotor movements with other physical education learning methods in children with special needs, then research from Auliani (2019) only focused on improving locomotor movements for children with mild mental retardation has not studied improving locomotor

movements in class B special education children, namely deaf, and finally research from Ngaisah (2023) only focused on using a qualitative design that tends to develop locomotor movements of SLB children but only in class C SLB or Mentally Disabled. Therefore, this study is focused on seeing the picture of physical education learning in improving children's locomotor movements in SLB B with various models of varied and collaborative physical education learning using qualitative research that describes the phenomena that occur in the field without manipulating data or information, so that this study is shown to answer the research question whether physical education learning can improve locomotor movements in children with special needs.

METHODS

This study is a qualitative study that describes the phenomena that occur in the field without manipulating data or information. In its implementation, this study uses a research design with a descriptive approach, which aims to provide a systematic, factual, and accurate description or picture. Data collection was carried out through data triangulation consisting of observation, interviews, and documentation (Hasibuan et al., 2022). The focus of this study is to review physical education learning and its influence on gross motor skills in children with special needs, especially deaf children at SLB Negeri Cimalaka, Sumedang Regency. This learning process includes the planning, implementation, and assessment stages. This research was conducted at SLB Negeri Cimalaka, Sumedang Regency, on Thursday, May 16, 2024, from 08.00-10.00, with research data obtained from 2 physical education teachers at the SLB.

The observation conducted in this study was by visiting SLB Negeri Pembina Cimalaka. Observations were conducted by observing deaf children doing physical education activities using modified games with ball media and there were objects to be used as targets to find the level of locomotor abilities of deaf children. The interview was 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 2 teachers concerned (experts) in their fields, namely sports teachers. The documentation study in this study is needed to sharpen the research analysis related to sports activities carried out, especially in physical education activities using modified games with ball media to measure how active and to find out the level of locomotor movement of deaf children who can do 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

Data analysis of the motor learning model based on the game of throwing a ball into a hoop. Data analysis of the motor learning model based on the game of throwing a ball into a hoop in a small-scale trial showed that the assessment by adapted sports experts and observers of observation instruments agreed that the learning model was included in the category of very good games (Kasirah, 2011). In addition, the assessment of student play activities based on the results of the assessment format was also included in the very good category.

Physical education learning experts provide input related to the material of the motor learning model based on the game of throwing a ball into a hoop. The input is as follows: when playing the game, children are directed to walk sideways to the right after throwing the ball towards the hoop (Purwanto, 2014). After that, the children are asked to return to the finish line by walking sideways to the left. Data analysis from a large-scale trial of the motor learning model based on the game of throwing a ball into a hoop shows agreement between the assessment of adapted sports experts and physical education learning experts on the observation instrument. Both parties agree that the motor learning model is included in the category of very good games (Friskawati, 2015). In addition, the assessment of student play activities based on the assessment format also gets a very good category.

Data analysis of the motor learning model based on the game of throwing the ball towards the flag. Analysis of the initial draft of the motor learning model based on the game of throwing the ball towards the flag showed that initially, the researcher designed this game with children in pairs, where one child was tasked with throwing the ball and the other took the ball. However, based on input from adapted sports experts, the implementation of the game was not appropriate for the conditions of children with intellectual disabilities who might not be able to do it. Therefore, the researcher revised the implementation of the game by considering input from adapted sports experts, wherein in the game of throwing the ball towards the flag, children only needed to focus on the task of throwing the ball towards the flag. The results of data analysis from small-scale and large-scale trials of the motor learning model based on the game of throwing the ball towards the flag showed an agreement between the assessment of adapted sports experts and physical education learning experts on the observation instrument. Both parties agreed that the motor learning model was included in the category of very good games. In addition, the assessment of student play activities based on the assessment format also received a very good category.

Data analysis of the motor learning model based on the game of kicking the ball into the goal. Data analysis from a small-scale trial of the motor learning model based on the game of kicking the ball into the goal showed an agreement between the assessments of adapted sports experts and physical education learning experts on the observation instrument. Both parties agreed that the motor learning model was included in the category of very good games. In addition, the assessment of students' playing activities based on the results of the assessment format also received a very good category. Data analysis from a large-scale trial of the motor learning model based on the game of kicking the ball into the goal also showed an agreement between the assessments of adapted sports experts and physical education learning experts on the observation instrument. Both parties agreed that the motor learning model was included in the category of very good games. In addition, the assessment of students' playing activities based on the results of the assessment format also received a very good category.

Data analysis of the game-based motor learning model of putting the ball into a tube. Analysis of the initial draft of the game-based motor learning model involving the activity of putting the ball into a tube showed that after the children finished throwing and putting the ball into the tube, they returned to the finish line by going up and down the stairs. The results of data analysis from small-scale trials showed that based on the assessment of adapted sports experts and physical education learning experts on the observation instrument, the motor learning model was included in the category of a fairly good game. In addition, the assessment of students' playing activities based on the results of the assessment format also received a

very good category. Data analysis from large-scale trials of the game-based motor learning model of putting the ball into a tube also resulted in an agreement between the assessment of adapted sports experts and physical education learning experts on the observation instrument. Both parties agreed that the motor learning model was included in the category of a very good game. In addition, the assessment of students' playing activities based on the assessment format also received a very good category.

Data analysis of motor learning models of gymnastics and songs. Data analysis from small-scale trials of motor learning models of gymnastics and songs showed agreement between the assessments of adapted sports experts and physical education learning experts on observation instruments. Both parties agreed that the motor learning model was included in the category of very good games. However, the assessment of students' play activities based on the results of the assessment format obtained a fairly good category. Data analysis from large-scale trials of motor learning models of gymnastics and songs also showed agreement between the assessments of adapted sports experts and physical education learning experts on observation instruments. Both parties agreed that the motor learning model was included in the category of very good games. In addition, the assessment of students' play activities based on the results of the assessment format obtained a very good category.

After we conducted observations and interviews with one of the sports teachers at the school, namely Mr Imam, regarding the description of physical education learning with the locomotor abilities of children with special needs at SLB-B, he said that for games or motor tests using a ball throwing media, it is very possible for SLB B except for SLB C because it must be slightly modified again such as in the distance, in the game, and especially for SLB-B, the test is relatively light or there is no difficulty because from the level of motor movement of students at SLB-B, it is normal, only constrained in terms of hearing and speaking, but it is also possible that from SLB-B students who have multiple disorders such as double B with C so that they have double special needs, rather than that sometimes in terms of motor skills, they are lacking because there are multiple disorders.

CONCLUSION

Physical education (PE) learning in Special Schools B (SLB-B) is very important in helping children with special needs, especially those with hearing impairments, to develop their locomotor abilities. Through structured and planned physical activities, children can improve basic skills such as running, jumping, and balance. The teaching methods used must be adjusted to the individual needs of each child, including the use of visual and sign communication, as well as approaches that involve a lot of repetition and demonstration. The results of this learning show that children with special needs in SLB-B can show significant improvements in their locomotor abilities. In addition, PE learning also contributes to increasing the children's self-confidence, social engagement, and independence. Therefore, educators need to continue to develop and adjust appropriate teaching methods to meet the unique needs of each child with special needs in SLB-B.

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