

The Effectiveness of Bocce Games to Improve Social Skills for Mentally Disabled Special Needs Students at Muhammadiyah Sumedang Special Needs School

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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

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ABSTRACT

As living creatures, they cannot essentially live alone, they need to socialize with each other, interactions between individuals and individuals, individuals with groups, and groups with groups. However, some parties feel that they need a longer process, which is different from others, both naturally and empirically. Therefore, there are quite a few things that can trigger the interaction process to develop as it should, one of which is games. The game of bocce is very close to our brothers and sisters who have intellectual disabilities, both cognitive, affective, and psychomotor, who can be oriented to the presence of bocce. If the needs of social norms are not met, at least by people with mental retardation, it is feared that these ABK will not reconcile themselves and will continue to feel ostracized. This research is important to research to embrace again so that a feeling of equality arises even though they are different and to provide an effective game so that the social skills of children with special needs who are mentally retarded can emerge at least in the surrounding environment.

Keywords : Games; Bocce; Social Skills; Mental Retardation.

INTRODUCTION

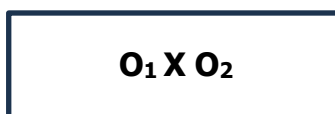
According to Walker and Roseinberg in Agustinasih with Manopa, social skills can be interpreted as a process of response to the cause and effect of individual interactions with each other to build or maintain positive relationships. Social skills according to Sujiono in Agustinasih with Manopa are the ability to respond from before or after social interaction to participating in society. Meanwhile, according to Seefeldt & Barbour (1994) in Mushfi, social skills mean communication skills; exchanging ideas, and being able to work together as well as possible, to maintain social spaces in spreading positive energy to the surrounding. Thus, social skills can be interpreted as a response process to the results of individual interactions with their surroundings for certain purposes that can be adjusted. Knitting a common thread with the social interaction process faced by people with brain weakness, both memory & mind and mental retardation, which must be accepted by mentally retarded brothers and sisters (Moch.Amin in Rochyadi). Likewise, according to E.Rochyadi & Zainal Alimin (2005),

they argue that mental retardation is closely related to developmental disabilities in thinking which results in very low intelligence. Strengthened by the AAMD statement which underlines that mentally retarded people have an IQ that is very below average, especially for Indonesian people, namely 81 and below which generally grows before the age of 16. Therefore, it can be stated that mental retardation is a part of children with special needs who have serious problems related to responsiveness in thinking or remembering, estimated to have an IQ that is very below the average of the red and white nation, namely 81 and below, which develops before the age of 16 years.

It is hoped that the game presented by Nursalim et al (2010) in Cindy AR aims to establish familiarity, and individual performance with individuals as well as individuals with groups and groups with other groups. Continuing with the characteristics of the bocce game which should be familiar to our brothers and sisters with intellectual disabilities, where Sumardi (2009) in Cindy AR explains that the bocce game is a ball rolling game, whoever is closest to the white bocce ball (the first thrower) is the winner in the game, even though it is competitive and recreational. So, how to respond to the presence of the bocce game for mentally retarded ABK to spark social skills between individuals and individuals or individuals with groups and groups together with groups. It is necessary to implement the bocce game with a scheduled routine and often involves mentally retarded students at SLB Muhammadiyah, Sumedang. The bocce game arena is generally 12.5 meters X 6 meters in size with a neat rope installed on the side of the arena as a barrier or something similar to keep the ball from going out. The weight of the bocce ball should be around 287 grams and not less than 263 grams, even if the ball is made of plastic, it is not a problem, especially if it is based on the intention to modify the game. Scheduled routines and each time changing playing groups, to improve affective attitudes, or being able to work together well and have a competitive spirit so that a desire to win the game often arises.

METHOD

The research method is one of the most important aspects of conducting research, where this research method can collect the data needed in the research process which will later lead researchers to conclude. This study was conducted to determine the effect of bocce games on improving the social skills of children with mild intellectual disabilities. The method used is experimental. Experimental research is a research activity that aims to assess the effect of a treatment/action/treatment on the behaviour of the subject or to test the hypothesis about the presence or absence of the effect of the action when compared to other actions (Putri et al., 2023). The research design used is one group Pre-test and Post-test Design. This design will be carried out at the pre-test stage, then continued with the provision of treatment and the last is the post-test stage. This design is described as follows:



Information:

O1 (Pre-test)	The test used is a behaviour test and is accompanied by an observation sheet related to the child's social abilities which include interdependence on each other in a group, being responsible, interacting and communicating.
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X (Treatment)	Providing treatment for children with mild intellectual disabilities to improve social skills using bocce games.
O2 (Post-test)	The test conducted was behavioural and was accompanied by an observation sheet related to social skills which included interdependence on each other in a group, being responsible, interacting and communicating after being given treatment using the bocce game.

The subjects in this study were children with mild intellectual disabilities at Muhammadiyah Special Needs School. Research variables are anything in any form that researchers determine can be studied so that information is obtained from it and then conclusions are drawn (Mahendra et al., 2015). Based on their function, variables can be divided into independent variables and dependent variables. Variables (independent) are variables that influence variables (dependent).

In case studies in the field of behaviour modification, the independent variable is intervention (Sugihartatik, 2022), so the independent variable in this study is the bocce game. The bocce game is a ball-throwing game that is done by rolling, throwing, bouncing or deflecting it as close as possible to the pallina (AMIN, 2018). Dependent Variables/Bound Variables are variables that are influenced or that are the result of the independent variables. The dependent variable in this study is the ability to work together. Cooperation is a variety of efforts made by humans that result in various behaviours related to social interaction. Specifically, in cooperation, there are elements which are essential components consisting of positive interdependence, individual responsibility, promotive interaction, communication between members and group processing.

The independent variable in this study is the bocce game. The bocce game is a game activity that is done by throwing or rolling the ball as close as possible to the pallina ball. This game can be played by anyone and anywhere. This game does not require strength, stamina, speed or dexterity. The steps in playing bocce are as follows:

1. Preparation Stage
 - a) The teacher divides the subjects into two groups
 - b) The teacher prepares the tools that will be used in the game
2. Core Stage
 - a) The teacher tosses a coin to determine who gets the pallina or small ball first and determines the colour of the ball be used.
 - b) The pallina (small ball) is thrown or rolled by a person who wins the coin toss.
 - c) The team that rolls the pallina is given three chances to dribble the pallina to an area of 30 feet or 50 feet from the starting line. If unsuccessful,
 - d) The opposing team is given one chance to throw.
 - e) The first player to roll the pallina can roll the first ball followed by the opposing player.
 - f) And the referee or teacher determines the ball closest (the ball goes in) to the pallina.
 - g) When 1 team has thrown their 3 balls, the other team continues until they have finished throwing their 3 balls.

When both teams have thrown their 3 balls, the round of the game is over.

Social interaction is a variety of human efforts that result in various behaviours related to social interaction. Specifically in social skills, some elements are essential components

consisting of positive interdependence, individual responsibility, promotive interaction, communication between members and group processing. These five elements are very important in the formation of social skills. These five elements can be described:

- 1) Positive interdependence
A reciprocal relationship is based on the same interests or feelings among group members where one person's success is shared.
- 2) Individual responsibility
Personal responsibility for their tasks in the group, makes group members motivated to help their friends.
- 3) Promotive interaction
Promotive interaction is an interaction that occurs directly between group members without any intermediaries. When the interaction of each individual supports each other, the actual goal will be easily achieved.
- 4) Communication between members
The ability to establish relationships with group members. The success of a group also depends on the willingness of its members to listen to each other and their ability to express their opinions. Coordinate activities in achieving goals.
- 5) Group processing
Assess each individual through a sequence or stage of group activities. The purpose of group processing is to increase the affectivity of members in contributing to activities to achieve group goals.

The disclosure of overall data in the cooperation aspect above was carried out in an activity setting that requires children to carry out social interaction, namely in the form of games. Observations were carried out based on 2 data collection processes, namely pretest and posttest.

Data collection techniques are very important in collecting the data needed when the research is taking place. In this study, the data collection technique used was a means of a test of actions and observation of the subject's behavior in the ability to work together during the pre-test and post-test phases. Research instruments are tools used by researchers to measure natural and social phenomena that follow research variables (Wahyuddin, 2024b). The instruments used in this study were in the form of action and observation tests. The use of instruments in this study aims to obtain data on children's social abilities. This will be done based on 2 data collection processes, namely at the pretest and posttest stages. The disclosure of action tests regarding children's social abilities refers to the basic concept of various efforts made by humans that produce various behaviors related to social interaction.

RESULTS AND DISCUSSION

This research was conducted at SLB Muhammadiyah Sumedang on March 25, 2024. The subjects of this study were 6 children with mild mental retardation in grade 4 as many as people who needed to develop social skills in terms of working together, taking turns, and sharing. Based on the results of the study, the Bocce game was proven to have an impact on children with mild mental retardation. The aspects of social skills assessed in this study were aspects of cooperation, taking turns, and sharing while playing. The results of this study are presented in a table format to facilitate understanding of the results of the

study. The results of the study on the social skills of children with mild mental retardation are as follows.

Pre-Test Results

The results of the initial test/pre-test are the social skills scores of children with mild mental retardation before being given treatment. The initial test/pre-test was given to children with mild mental retardation once. The data from the initial test/pre-test results have been summarized in Table 1.

Table 1.

Recapitulation of pre-test data on the ability to recognize number concepts

Nama	pre-test
FK	55
VI	35
RI	40
AN	65
BA	45
FA	30
Number of Average Values of Initial Observations of Pre-Test	270 = 45 6

Based on the results of the recapitulation of the initial observation/pre-test listed in Table 1, it can be seen that the average value of the initial test/pre-test was 45. In these results, the one who achieved the highest score was AN with an average score of 65 and the one who achieved the lowest score was FA with an average score of 30.

Post Test Results

The post-test results are the modified bocce game scores after being given a fishing game treatment. The post-test was conducted 1 time, the post-test data has been summarized in Table 2.

Table 2.

Recapitulation of post-test data on the ability to recognize number concepts

Name	Post Test
FK	100
VI	75
RI	65
AN	95
BA	80
FA	50
Total Average Value of Initial Pre-Test Observations	465 = 77,5 6

Data Interpretation

The results of the data analysis above show $Z_h = 2.20$ (the value (-) is not taken into account because the absolute price) is greater than the Z table value with a 5% crisis value (for two-sided testing) = 1.96 a fact that the Z value obtained in the calculation is 2.20 greater than the 5% Z table crisis value, which is 1.96 ($Z_h > Z_t$) so that H_0 is rejected and H_a is accepted. This means "there is an effect of modified bocce games on social skills in children with mild mental retardation at SLB Muhammadiyah Sumedang".

The study found that playing bocce improved social skills in terms of cooperation, diversity, and mutual assistance in grade 4 elementary school students with mild intellectual disabilities at SLB Muhammadiyah Sumedang Tampil. The results also showed that the score increased from 46.3 points to 79.62 points after using the bocce game.

According to Sumardi (2009: 1), Boccia is a game where bocce balls are thrown (Boccia is a ball played by). According to Faturahman (2015: 2), the advantage of the bocce ball game is that it is a recreational game played by two teams, each consisting of three to four players. This sport can be combined with interesting games. The study found that playing bocce improves social skills in terms of cooperation, diversity, and cooperation in grade 4 elementary school students with mild intellectual disabilities at SLB Muhammadiyah Sumedang Tampil. The results of the study also showed that the score increased from 46.3 points to 79.62 points after using the bocce game. According to Sumardi (2009: 1), Boccia is a game where bocce balls are thrown (Boccia is a ball played by). According to Faturahman (2015: 2), the advantage of the bocce ball game is that it is a recreational game played by two teams, each consisting of three to four players.

This sport can be combined with interesting games. SLB Muhammadiyah Sumedang Bocce games for mild mentally retarded children in grade 4 are easier, children direct the ball towards the ball in front of them when the ball is on. If the ball hits the target, you get a point; if the ball misses the target, you don't get a point. As stated by Santrock (2013), this bocce game can improve the social skills of children with mental disorders because it can improve cooperation, taking turns, and sharing between players; With peers in middle and late childhood. For example, maintaining positive interactions with peers, resolving conflicts, and making friends.

Based on the results of the research that has been conducted, it can answer the formulation of the problem that playing bocce affects the social skills of children with mild mental retardation in terms of cooperation at SLB Muhammadiyah Sumedang. Return and share. According to Faturahman (2015: 2), the advantage of the bocce ball game is that it is a recreational game played by two teams, each consisting of three to four players.

Research using ball games. This research was conducted on SDLB Class 4 students to improve their ball-throwing skills and directional awareness. The results showed that the use of Direction Board media had a significant effect on improving the boccia pitching skills of children with Down syndrome. On the other hand, our research on the social skills of children with mild intellectual disabilities using bocce ball games has never been studied before.

The effects of playing bocce ball not only improve the abilities of children with mild intellectual disabilities, but also improve social skills through cooperation, taking turns, and sharing, and bring joy to playing children. In addition, it also helps children interact with their friends. Thus, playing bocce has a positive impact on the abilities of children with intellectual disabilities in terms of cooperation, taking turns, and sharing.

CONCLUSION

Based on the results of the research conducted and several theories that answer the formulation of the problem, "Is there an effect of playing bocce on the social skills of children with mild mental retardation at SLB Muhammadiyah Sumedang" The study shows that the social skills of children with mild mental retardation in grade 4 of elementary school at SLB Muhammadiyah Sumedang can be improved through the use of bocce games. Children with

mild mental retardation find it easier to understand learning through direct and concrete experiences.

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