

The Implementation of Basic Locomotor Learning in Special Schools

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Abstract—The Based on observations of several SDLB in East Jakarta in 2017, mentally retarded students still experience difficulty in locomotor basic movements. It was seen when approaching the target was still not right, body movements were still stiff, feeling scared. While, in physical education activities are inseparable from locomotor motion, it is considered important to find solutions so that mentally retarded students can do the locomotor movement well. Purpose of this study was to study the physical education process and the basic mobility abilities of students with special needs of elementary school age three in conducting physical education learning to 45 students in nine schools and using locomotor basic motion tests. Research using a Likert scale, data were analyzed using quantitative descriptive techniques. Overall obtained a score of 2.72 with good criteria. Separately, the results of the average ability to use the locomotor basic motion test results obtained 2.98 (Good), jump: 2.84 (Good), jump: 2.67 (Good), jump over: 2.46 (Good), land : 2, 64 (Good).

Key Word: *Basic motion, locomotor, learning, Intellectual Disabilities.*

I. INTRODUCTION

Children with special needs are were children who need services according to their specific characteristics. Every child has the right to get proper education to be part of the community with the various life skills needed. Impotence is one of the classifications of children with special needs.

Children with special needs for Intellectual Disabilities (ID) are children with intelligence characteristics below the average. Children with Intellectual Disabilities (ID) have a higher risk of disease compared to children in general [1]. Other findings appears that adults with an intellectual disability may be particularly at risk for declining health associated with aging and low physical fitness. One of the factors that make this risk high is the habit of living in sports activities. Most ID children have less physical activity compared to general people. Inactivity in physical activity can affect many things that are not beneficial such as obesity, weakness and sedentary.

Children with ID special needs have the opportunity to achieve greater physical fitness [2]. This is also reinforced by [3]. Physically mentally retarded children are not much different from generally. Basic motion tasks that need to be mastered by ID children are not much different from normal

children. However, the learning process needs to be modified so that the learning objectives can be achieved properly.

Of course, in the phase of learning the motion that is standard starting from cognitive, associative, fixation, to automation, is not as easy as what is generally done in the learning of ID students. The first and most basic phase certainly cannot be optimized directly, but also does not rule out the possibility of being able to do it and strengthen other phases in order to continue to achieve the desired goals.

Learning physical education has an important role for ID children, because it contains various implitatif skills in life. The great potential that can be optimized by mentally retarded children is his body. If you successfully manage and train it well, it will make a positive contribution in all aspects of life. For example, being an athlete with achievements, or at least will help make it easier to do daily activities.

Educational institutions, in this case special schools are places that have an important role in helping to instill active life habits so that ID children are spared from various negative effects of sedentary lifestyles. Although it is not easy to do it, but through good collaboration between teachers, especially physical education teachers and parents, it will help to generate more interest in doing physical activities outside of school.

Schools have a big role in making mentally Intellectual Disabilities students more active. This is shown in research conducted [4]. In his research it was found that "School represented 50% of participants' daily in both genders".

One of the material in the physical education curriculum that must be mastered by students is basic motion. For the elementary school level, basic motion competencies are the main competencies that need special attention for physical education teachers. Including in special schools. Teachers are required to design and develop their learning as creatively as possible so students actively move. Teachers in special schools specifically ID classes have special challenges in terms of methods and learning techniques. In learning techniques and methods, teachers with mental retardation need extra energy and patience so students are able to carry out what is intended in the learning unit.

The design of learning physical education teachers at outside schools is very different, not different from normal

schools. However, the implementation is very different, because the teacher must be very flexible, communicative, and patient.

The implementation of learning with a variety of activities that are flexible and creative is the key to the success of learning for special schools with mentally retarded students. The essence of motion becomes more important than the truth of motion with complicated assessment indicators. The ability to do the basic locomotor tasks of mentally retarded children is very likely to be well mastered if presented in the right learning environment.

If we are look at physical education classes in general with active students and according to what is instructed by the teacher, then in special school physical education classes especially ID we may find it difficult to find. Learning methods used in normal schools will be difficult for students with ID special needs to follow. Adolescents with intellectual disabilities in self-contained classrooms are not more receptive to adolescents with intellectual disabilities in class placements and typically developing adolescents. they further stated that "An inclusive, structured, and supportive environment promotes engagement in physical activity adolescents with intellectual disabilities" [5].

Improving the quality of services for ID children through education is a must. Given that research on this topic is still very minimal, it requires more in-depth research [6,7].

Begin from the idea that schools are strategic institutions in providing support to ID children as well as research results that support that 50% of physical activity of mentally retarded students is in school, this study aims to observe the implementation of mental retardation physical education in special schools, especially in the region East Jakarta. Beside individuals with ID was that today's adolescents have greater access to education (physical education), recreation (community fitness centers), and sport programs (e.g., Special Olympics) [8].

Most ID children are physically active when in school than during holidays. Physical education learning has a strategic role in providing basic motion knowledge and skills that will help them adjust to society, especially to carry out various independent problems or even help others.

Most ID children are active in school than during holidays. Physical education learning has a strategic role in providing the basic motion knowledge and skills that will help them adjust to society, especially to carry out various independent problems or even help others.

In general, this basic motion will be naturally owned by everyone, so that in learning to sharpen and practice it in a variety of different conditions. However, basic motion is a motion that the phase of learning is not immediately possible. There is a phase of learning motion that is passed to be able to do and master certain movements.

ID children will have difficulties and often even miss the first phase in learning motion, namely the cognitive phase. The cognitive phase is very important to help mastery of certain movements quickly and efficiently. Unlike the case with mentally retarded children, this will be difficult.

However, physical education teachers must seek a more creative approach, for example by optimizing the senses of students to convey information on various basic movements. This is very different from learning in normal schools. Therefore, this study will explore how teachers in exceptional schools in designing, implementing physical education learning so that it can improve the basic locomotor ability of ID students.

II. MATERIAL AND METHODS

43 Intellectual Disabilities (ID) students and 9 physical education teachers in 9 special schools in East Jakarta became participants in this study. All students are students with ID special needs who are in elementary special school. Teachers and students carry out learning like in general for nine weeks with the number of meetings once a week for 45 minutes. During the learning process the observer was there to do his job. The researcher was stand by focused to the instrument and participant the course of learning until it is finished then conducting an interview with the teacher each time the learning is completed. Field notes were made by observers while making observations and becoming qualitative data in this study.

At tenth week, a locomotor basic motion skill test is carried out with five motion items: running, jumping, hopping, skipping and landing in mentally retarded students. Scoring uses a Likert scale with criteria 1 = not good, 2 = good enough, 3 = good, and 4 = very good [9]. The data from the test results of motor skills become quantitative data as primary data. Descriptive statistical analysis was performed on the results of the locomotor basic motion test for mentally retarded students. The scores obtained are converted to each category then the average score is taken. The results of the descriptive statistical analysis were then triangulated with documents and data from the field notes during the study.

III. RESULT AND DISCUSSION

Data on motor skills test results are divided into two servings. Namely the average score on each locomotor basic motion item and on the average score for each school. The distribution of the results of the data aims to determine the level of ability of ID students on each test item and also to map the basic motor skills of mentally retarded students in areas in East Jakarta.

The following are data on motor baseline motion results in 43 ID students in nine schools in East Jakarta after taking nine weeks of physical education learning based on classification of locomotor basic motion items. Data on Motoric Basic

Motion Capability of East Jakarta Tunagrahita Students Based on Motoric Basic Motion ability items.

TABLE I. MOTORIC BASIC MOTION CAPABILITY

No	Items	Average Score	Explanation
1	Running	2,89	Good
2	Jumping	2,84	Good
3	Hopping	2,67	Good
4	Skipping	2,46	Good
5	Landing	2,64	Good
Item Average		2,7	Good

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From the data, it was found that overall, the score of the locomotor basic motion ability of ID students obtained a score of 2.7, which means it is good. However, these figures are still in good acquisition with minimal value, therefore more in-depth research is needed regarding the learning process carried out. The following is a graph that shows the level of ability of each basic locomotor component obtained by students.

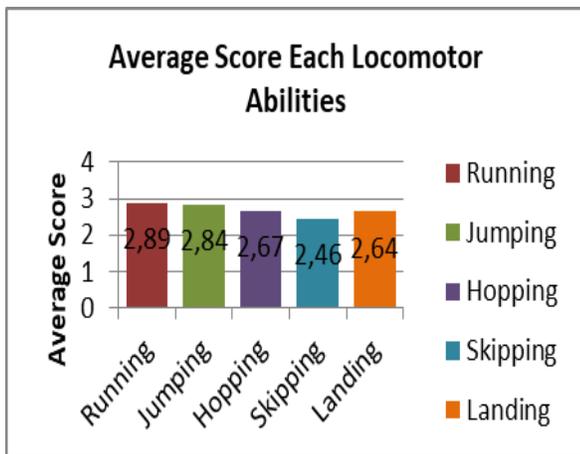


Fig. 1. Score Each Locomotor Abilities

In addition, from the five basic locomotor items, the lowest score is the ability to skipping. This is because students still have difficulty maintaining balance with a one-foot pedestal. Most students have difficulty in locomotor motion.

While the results of the basic motion ability test in nine Special schools in East Jakarta obtained the following results.

TABLE II. DATA ON THE BASIC MOTORIC MOTIVATION ABILITY OF EAST JAKARTA TUNAGRAHITA STUDENTS BY SCHOOL

No	School	Average Score	Explanation
1	SDLB-C Sinar Kasih	2,80	Good
2	SDLB Kembar Karya I	2,10	Enough
3	SDLB-BC As-Syafi	3,20	Good
4	SDLB-BC Kusumo	3,28	Good
5	SDLB Mini Bakti	2,73	Good
6	SDLB-C Frobei Montessori	2,32	Enough
7	SDLB-C Asih Budi	2,57	Good
8	SDLB Dian Kahuripan	2,38	Enough
9	SDLB-C Asih Budi II	3,08	Good
Average		2,72	Good

Based on these data, it can be seen that there are six schools whose student test results get good average scores, and three schools that get student average scores in sufficient categories. Even though the overall score obtained is 2.7, which means good, but there is still an imbalance in scores at one school with other schools. This shows that the quality of learning carried out in special schools in East Jakarta is still uneven. The following is a graph of the score obtained in each school to find out the distribution of the average score of each school.

Distribution of the average score of each school.

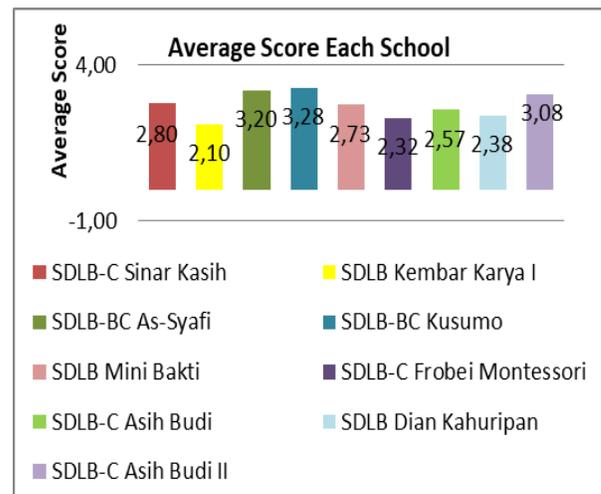


Fig. 2. Average Score Each Other

Nevertheless, the learning outcomes obtained by students in the basic motion materials of the locomotives can be caused by many factors, including student input, facilities, teacher quality, school support and other things.

While based on the results of interviews with physical education teachers in special schools, it was found that almost

all physical education teachers were teachers who were graduates of the bachelor of Physical Education department with limited adaptive learning skills. Many teachers, in the beginning had difficulties in designing and implementing learning for mentally retarded students. Often the teacher must get out of the written learning plan, so students move according to their wishes. Teachers are indeed required to be more flexible in learning, but also must be adaptive to the characteristics of students. Besides that, the main strength of the teachers is their positive perception of their students. They assume that mentally retarded students are children who have great potential in their bodies, only need more attention to bring them up.

IV. CONCLUSION

The results of the locomotor basic motion ability test of 43 ID students in nine schools were based on five items of locomotor basic ability namely running, jumping, hopping, skipping, and landing getting good results.

The acquisition of good scores was not obtained from all the schools that were the place of research, there are still three schools whose average scores get enough categories. This can be caused by many factors, therefore further research is needed relating to the evenness of the quality of learning in special schools, especially physical education learning, basic locomotor material

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