

Gross Motor Abilities of the Student With Intellectual Disability (Debil) Spesial Education of Padang City

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ABSTRACT

The problem of this research is the absence of data of gross motor skill of light Intellectual disability at Elementary School's in Padang. The research method used is descriptive quantitative approach. The population of this study was 38 population SLB in Padang City. The study used the cluster technique of sampling and random sampling with a 30% population count, i.e. 6 SLB. Consisting of 23 boys and 19 girls. The data analysis technique used is the percentage technique. The results of this study showed that the gross motor skills of the students of Elementary School's on intellectual disability (Debil) in Padang City are, 1) for boys in the category good 39.13% of 9 learners, medium category 21.74% with 5 learners, lower category 34.78 % with 8 students, and less than 4.35% with 1 student. 2) for girls 31.58% in category good with 6 learners, 57.89% in the medium category with 11 learners, and 10.53% with 2 learners in lower category.

Keywords: gross motor skill, light intellectual disability (Debil)

1. INTRODUCTION

Basically, people who have intellectual disability will result in delays in its growth and development, especially in terms of cognitive. Delays in cognitive development are categorized as light, moderate and severe. Cognitive delays can occur from the age of children and can reach until adulthood. In addition to cognitive development, other developments needed in life are affective and psychomotor development. Light developintellectual disability of children, resulting in delays in gross motor skills. So that the child is considered unable to live their daily lives individually and need help of others. Nevertheless, the reality of gross motor skills of normal children is generally still in the medium category. Similar events are thought to occur in the gross motor skills of children with special needs (light intellectual disability)

The low gross motor skill of the intellectual disability students is thought to be caused by several factors such as internal and external factors. Internally it can be caused by the maturity of the nervous system, physical condition, nutritional status, learning or practice motivation, personality and so forth. While external factors can be caused by physical education teacher qualifications, sports and health, curriculum, facilities and physical education, play activities, socioeconomic conditions as well as data collection on student development.

Until now, there were not enough data of gross motor skill on light intellectual disability children in Padang West Sumatera, on the other hand, data is as

necessary as evaluation material for every child with intellectual disability and very useful in term of strategy to improve those skills.

Light Intellectual disability

Basically Intellectual disability is closely related to cognitive development problems, delay in cognitive development can be measured by standard range between 75-55, or below the IQ of other normal children. According to Efendi (2006: 88), "intellectual disability is a term that refers to someone who has mental intelligence below normal". This explanation is also reinforced by Jeffrey, et al (2003: 201), that "cognitive impairment involves disturbances in the mind and memory which shows a marked decrease in intellectual function or memory function".

Based on the previous explanation, intellectual disability is a problem of cognitive development that results in impaired memory and shows a decrease in one's intellectual function, which results in difficulties in the process of analyzing information. Intellectual disability is divided into three categories namely light (IQ 75-55), moderate (IQ 54-40), and (IQ 39-25).

In children who are in the category of light intellectual disability (debil - IQ 75-55), can still be educated. But because the IQ they have is still below 70 or 68-52. So they cannot be compared to normal children, because their cognitive abilities are below normal children. Physically, light intellectual disability almost shows no real difference with other normal children, because they can still live their daily lives.

This explanation was strengthened by Somantri (2007: 107), emphasized that "in general, light intellectual disability children do not experience physical disorders. They physically look like normal children. Therefore, it is rather difficult to distinguish physically between light intellectual disability children and normal children.

Gross Motor Skill

Gross motor skill is a basic movement ability to be possessed by everyone. According to Santrock (2007: 210), mentions "gross motor ability is motor ability that involves great muscle activity, such as walking". along with this opinion also conveyed by Alderman (in Gusril, 2015: 109), "motor ability is a person's capacity in motion viewed from physical and physical power refers to muscle".

From these explanations, it can be understood that gross motor skills can be interpreted as a person's ability to perform movements or activities that use large muscles such as walking, running and others. The basic abilities of motion are locomotor, non-locomotor, and manipulative motion. The same thing was also conveyed by Syahara (2011: 240), stating that "basically movements can be classified into locomotor, non-locomotor and manipulative. The three classifications are movements that underlie more complex physical activities such as those seen in sports and play activities."

As mentioned earlier, that all of these basic movements must be mastered by children with intellectual disability, so that they are able to do various activities too, especially in sports. However, when compared with normal children, the ability of intellectual disability children is lower. According to N. Kephart (in Indardi, 2015: 45), states that "learning difficulties for intellectual disability children occur because the child's motor response does not develop into motor patterns, as a result the motor skills of intellectual disability children are low and occasionally vary.

Based on these explanations, it can be said that learning difficulties become a problem for light intellectual disability learners to obtain better gross motor skills. According to Sage (in Hidayanti, 2013: 197), explains "the importance of children's gross motor development as one aspect of development that is very important for children, that gross motor ability is the capacity of individuals related to performance in performing the various skills they have acquired since childhood".

2. MATERIALS AND METHODS

The population in this study amounted to 38 extraordinary schools in Padang. Furthermore, the sample of the study came from 5 extraordinary schools

in this case are male and female elementary school students with light intellectual disability, amounting to 38 people. Each of 19 Men and 19 Women. The study was conducted from March 21 to April 4, 2019. GPI was used to determine gross motor skills (locomotor, non-locomotor and manipulative), and to find out what percentage of the ability was then used as a percentage.

$$P = \frac{F}{N} \times 100\%$$

3. RESULT AND DISCUSSION

The results showed that gross motor skills of students with light intellectual disability are 5.26%, in the excellent category, 36.84% in the good category; 21.05% in moderate category, 31.58% in less category, and in very less category 5.26%.

The following data showed the ability of the intellectual disability in locomotor gross motor skills (walking, running and jumping), non-locomotor (balance), and manipulative (throwing and catching). Can be seen in table 2 below.

Gross motor skills in female students. Good category was obtained 31.58%; the moderate category was 57.89%; the category was less 10.53%.

From the results of the study, the gross motor skills of elementary school students who have intellectual disabilities, it can be concluded that these skills are dominated by moderate and lacking skills. According to Cureton (in Gusril, 2015: 116), "the main function of motor skills is to develop the abilities and abilities of each individual that is useful for increasing the power of work".

Increasing the body's functional work power through the development of the ability and ability of individuals to move, it will improve the quality of one's life. The same thing applies to children with light intellectual disability. Efforts to improve the quality and ability of the child will help the child's development to be more optimal. but for students with light intellectual disability have a delay in the learning process of motion. This is due to the low cognitive ability possessed to process the stimulus before making movements. This is in accordance with the opinion of Novianti, et al (2016: 74), that "Children with light intellectual disability have difficulty in doing basic physical activities / movements such as running, jumping, jumping and are also unable or still having difficulty manipulating an object (throwing, capture)".

Based on the explanation above, it is very much needed an effort to increase gross motor skills of light intellectual disability elementary school students of the extraordinary city of Padang. Through corrective action, it will be able to improve the quality of every

movement, such as locomotor, non-locomotor, and manipulative.

The development of gross motor skills of students needs to be supported by one's cognitive abilities. Cognitive is used to process the stimulus received by one's senses. According to Agusriani (2015: 36), "gross motor ability is essentially the ability of children to make coordinated movements that involve the functions of the brain, nerves, muscles, and most of the body". Furthermore reinforced by Deni (in Rohman, et al, 2013: 202), asserted "gross motor is body movement that uses most or all parts of the body affected by the child's own maturity through locomotor, non-locomotor, and manipulative basic motion".

Thus, students with light intellectual disability need more effort in order to improve their gross motor skills. These efforts can be done by both parents by providing correct parenting and supporting the child's gross motor development. Furthermore, gross motor skills can at least still be improved by making improvements and changes to the current learning system, adapting learning content for physical sports education and adaptive health, specialized curricula, facilities and infrastructure, and physical education, sports and health teachers quality. So that students will be easy to understand and can improve children's abilities, not only in cognitive but also psychomotor.

In addition, other efforts that can be done are through parenting provided by parents, because it becomes one of the things that is very decisive in terms of a child's growth and development, including gross motor skills. The right and appropriate parenting to the child, is to provide freedom in physical or physical activity will greatly assist in the gross motor development of a child. According to Soekirman in Bety (2012: 162), "parenting is care given by the mother or other caregivers in the form of attitudes, and behaviors in terms of proximity to children, providing food, caring, maintaining hygiene, giving love, and so on".

This effort is made to improve and maximize the abilities possessed by students, especially gross motor skills. All that can be done with various efforts including parenting from the parents to the child. So that a positive impact is expected. This is also emphasized by Bety (2012: 162) "all of which are related to the mother's condition in terms of physical and mental health, nutritional status, general education, education in good parenting, roles in the family and so on".

Efforts must be made to meet the nutritional needs of mental, health and physical as well as provide sufficient space for a child to move. Development and gross motor skills in the good category, children will more easily play with their peers and adapt to the environment and increase their confidence. This opinion

is reinforced by Ratnayanti (2014: 238), "Good gross motor development will make children more confident and lead to positive self-concepts.

This can be understood and can be interpreted that gross motor skills are an indispensable thing for everyone, including children with intellectual disabilities. Thus the above efforts are needed as a way to optimize the gross motor abilities possessed by light intellectual disability children.

4. CONCLUSION

The data collection about gross motor skills of elementary school students of light intellectual disability of the extraordinary school in Padang City can be used as an evaluation and reference material to find out and improve the gross motor skills of students. From the results of the research and discussion above, it is known that the motor skills of light intellectual disability elementary school students are still in the moderate and poor categories.

Efforts are needed to improve gross motor skills possessed by light intellectual disability. These efforts can be in the form of parenting, learning systems, the environment and so forth.

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