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# The Influence of Playing on the Movement of Students with SLB Cahaya Mustahil Ngoro

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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 or

## ABSTRACT

Physical education is both an educational process through physical activity and an educational process that aims to improve physical abilities. Children with special needs (ABK) are children who have their own characteristics or uniqueness that make them different from normal children in general. Impairment is a term used to refer to children who have intellectual abilities that are below average. The purpose of this study is to see how playing affects the steps of students with mild mental retardation at SLB Ngoro. This study used the single-subject research (SSR) experimental research method, or so-called single-subject research. The sample in this study amounted to 1 person because they used single-subject research (SSR). The design used in this study is A-B-A. With 8 meetings for baseline phase A1, intervention, and baseline phase A2. Based on the results of calculations from the Single Subject Research (SSR) method, there is a significant influence between play variables and step motion variables on mild mental retardation students in SLB Ngoro, as evidenced by the percentage of stability in the baseline phase A1 (100%), intervention phase B (25%), and baseline phase A2 (100%) with an improved, albeit very small change in levels. At the overlap percentage, there is no data that overlaps, namely 0%, and it is said to be good because the smaller the overlap percentage, the better.

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## INTRODUCTION

Every Indonesian citizen has the right to equal education, including children with special needs. Children with special needs attend special schools such as Special Learning Schools (SLB). Special Schools (SLB) are formal educational institutions for children with special needs that help students achieve optimal development according to the level and type of extraordinary. According to Susworo (2010), "physical education" is both an educational process through physical activity and a process of education that aims to improve physical



abilities. Through physical education, it is hoped that the physical skills and personality of every citizen will develop according to the stages of development.

Automatically, every citizen has the right to obtain physical education while a student. Normal students or students who have special needs will get the same physical education. Through adaptive physical education, it can facilitate students who have disabilities to get the opportunity to participate safely, successfully, and with satisfaction (Hosni, 2003). So adaptive physical education is education that provides opportunities for students with special needs to be able to carry out physical activities through directed and planned activities in learning programs.

Children with special needs (ABK) are children who have their own characteristics or uniqueness that make them different from normal children in general. The diversity of children with special needs (ABK) makes it difficult for teachers to identify types and provide appropriate educational services to these children, one of whom is mentally retarded. According to Soemantri (2006), the notion of "mental retardation" is a term used to refer to children who have intellectual abilities that are below average. Mental retardation, also known as mental disabilities, is the state of being below average intelligence. The benchmark that is often used for this is the level of intelligence, or IQ. Children who have a significantly below-normal IQ are grouped as mentally retarded children. As with deaf children, mental retardation can also be grouped into mild, moderate, and severe forms. Although what stands out in this case are mental abilities that are below normal, this condition affects other abilities, such as the ability to socialise and help oneself (Wardani, 2014). Therefore, we should not distinguish between ordinary schools and special schools (SLB), because students with special needs should need more physical activity. And the role of the teacher here is very important for the physical activity of students, especially physical education teachers. As a result, children can learn new skills without feeling compelled to participate in games (Noorlaila, 2010).

Mild mental retardation refers to children who have mild mental retardation but are still capable of performing activities such as taking care of themselves, helping themselves, communicating, social adaptation, and managing the house, and thus are not dependent on others. In learning, they are not able to learn things that are abstract. They can carry out class VI SD assignments even though they are adults. Some of them only need additional attention from the teacher; for example, they are given additional study time, and the lesson programme is modified according to their abilities (Wardani, 2014).

One of the basic physical education learning materials that must be mastered by mentally retarded students is step motion activity. In accordance with competency standards, various combinations of basic movements are carried out through play and the values contained therein, with good coordination in playing simple games and also existing rules. In the ability to move, students can still make movements ordered by the teacher because mentally retarded students do not have disabilities in their muscles or bones. What becomes an obstacle for mentally retarded students is that when the teacher is explaining, the students are still lacking in understanding what the teacher is explaining. Playing is an interesting way for students to learn, and this is especially true for children with special needs. Through playing activities, students can achieve physical development.

Physical development can be seen when they play. According to Garvey (2002), playing is fun and also has positive values for children. Meanwhile, according to Martini Jamaris (2006), play is an activity that stimulates cognitive, psychological, physiological, and language and communication development.

Human life is inseparable from daily activities. One of them is physical activity, which is called sport. According to Maksum (2012), sports are all systematic physical activities to encourage, foster, and develop physical, spiritual, and social potential. Meanwhile, according to Giriwojoyo (2013), "sport" is a series of regular and planned physical movements that people do consciously to improve their functional abilities. For example, like eating, exercise is a necessity of life that is continuous, which means that if it is abandoned, it will disrupt the course of life. Sport as a means of maintaining and fostering health cannot be abandoned. Sports have branches, one of which is aerobics, namely walking.

Walking is a physical activity that uses the muscles, especially the leg muscles, to move from one place to another. Footsteps dominate our walking body movements, though movements of the hands and other limbs are also required (Gumilar, 2016). According to Binarso (2011), walking is a movement of stepping in all directions that is carried out by anyone and knows no age.

Efforts are being made to help students with mild mental retardation increase their step motion, namely through playing. Playing is one of the easiest approaches to introduce and teach to children because it is in accordance with the characteristics of the child's world, namely the world of play. Remember that playing is an activity that children enjoy and that can help them improve their step motion. One of the games that can help children get to know them is playing catch the ball above the modified line. The researchers used three different types of lines, almost identical to the game of catching a ball that is commonly played by children in general. The game itself consists of zig-zag lines modified by researchers, straight lines modified by researchers, and straight lines 3 m apart. Playing catch the ball above this line is a game that contains elements in an effort to increase student movement. Researchers want to do research on "The Influence of Playing on the Steps of Mildly Mentally Disabled Students of SLB Ngoro."

## MATERIALS AND METHODS

This research uses the single-subject research (SSR) experimental research method, also called single-subject research (Sukmadinata, 2011). This research is single-subject research (SSR) with an A1B-A2 design. The subjects of this study were mildly mentally retarded students at SLB Ngoro. Data collection techniques using tests and observations. The design used in this study is A-B-A. (Sunanto et al., 2005). This study will use a single subject experiment to examine the use of play on mildly mentally retarded students at SLB



Ngoro. The research variables will be the object of the study and the source of the study. Tests are used to obtain data on learning outcomes for improving the movements of students with mild mental retardation, while observations are used to collect data in research where researchers look at the research situation. The percentage data obtained were then analysed using descriptive statistics and presented in the form of tables and line graphs. The components analysed were in-condition analysis and inter-condition analysis.

## RESULTS AND DISCUSSION

The components of the analysis on conditions include six components, namely: a) length of conditions; b) estimation of trend direction; c) trend of stability; d) trace data; e) level of stability and range; f) level of change. While the analysis is between conditions, there are five components, namely: a) the number of variables that are changed; b) changes in trends and their effects; c) changes in stability; d) changes in levels; and e) data overlap. Based on the similarity of conditions between baseline A1 and baseline B, in other words, the smaller the percentage of overlap, the better the effect of the intervention on the target behavior. And from the research conducted on sedentary behaviour variables, no overlapping data was found, or 0% overlapping data. The following conditions were compared: (a) changes in the direction of the tendency of the subject towards positive changes because it can be seen in the graph. (b) The change in the trend of stability at baseline A1 was stable, while at intervention B it was unstable or variable and baseline A2 tended to be stable. It can be seen from the percentage of stability in the baseline A1 phase of 100%, while in the intervention phase B it was only 25% and baseline A2 was 100%. (c) Level changes also improve, although very slightly. (d) On the percentage of overlap, there is no overlapping data, namely 0% and 0%. This percentage of overlap is said to be good because the smaller the percentage, the better.

So the results of the research on the effect of playing on the mentally retarded students of SLB Ngoro have an influence and there is an increase, so the hypothesis is accepted. Based on the results of the research that has been carried out, namely that the media walks on zig-zag lines with variations of catching the ball (small ball and big ball), walks on a straight line in the form of a circle with variations of catching the ball (small ball and big ball), and walks on a straight line as far as 3 metres with variations of catching a ball (small ball and big ball) to increase the movement activity of mildly mentally retarded students, the subject looks very happy and enthusiastic because in this playing method many variations of play are used. As a result, UL has increased its step motion activities.

## CONCLUSION

There was an increase in scores that could be seen from the results of students before and after being given treatment, with a comparison of the average score on the initial test of 25 and the final test of 87.5 obtained from the mean level. There was an increase in the number of steps from the baseline phase to the intervention phase, which indicated a decrease in sedentary behaviour from the baseline (A1) to the intervention stage (B), a

decrease in the number of steps of -17%, and no data overlapping occurred. And there was an increase in the number of steps from the intervention stage (B) to the baseline stage (A2) of +9%, and there was no overlapping of data.

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