

THE IMPLEMENTATION OF PHYSICAL EDUCATION IN DISABLED SCHOOL (SLB) AROUND CITY OF YOGYAKARTA INDONESIA

Sumaryanto, M.Kes. Yogyakarta State University, Indonesia

Keywords: Disable School (SIB), Physical Education.

Abstracts

This study is aimed to find out the implementation of physical education in Disable School around City of Yogyakarta Indonesia. Specifically, the implementation of Physical Education according to the teacher's perception and the student's perception. This study was using survey method. Data collecting was using questionnaire technique. The population is the teachers of Physical Education and the students in Disable School (SLB) around City of Yogyakarta Indonesia such are SLB C Pembina, SLB A "Yaketunis" and SLB E "Pra Yuwana". Sampling method is using Purposive sampling technique. The total of sample is 102 teachers and 81 students. The data analysis is using descriptive technique which is formed in narrative.

The studying result is showing that physical education teacher in teaching of lesson matters has appropriate with curriculum which is referred from the Major of Teaching Program (GBPP). However, the implementation of physical education hasn't yet lead to the effort in improving of physical fitness. The lesson matters, methods and evaluation systems **are still oriented in performance achievement for certain sport field.**

I. Introduction

Revolution of information and communication technology has effected on rapidly changing in many aspects of country's life in the world. These changes have triggered new awareness of human being, particularly related to human being potency, especially selfpotency and cooperative power in group. The need to change value system and relationship system between individual and group which along this time manage life towards more accommodative and democratic relationship is the other effect.

In the sociology perspective, disabled children or disablement people are inseparable part of children community generally. Therefore, as part of community structure, disabled children have the same right to get educational treatment held by government including physical education treatment at

Received: June 9, 2005, Accepted: July 25, 2005

23

C) 2005 ASPESD, All rights reserved

school.

Disabled child in educational environment can be meant as a person who has deviation features such as mental, physical, emotion, or behavior which need modification and special treatment in order to be able develop all of their potential maximum. These disabled children involve children who have physical defect, impaired eyesight, including blind or a half of blind, bone defect, such as paralyzed of brain disorder, deaf, total deaf and part deaf, speech impediment, epilepsy, emotional hindrance, and congenital defect (Beltasar Tarigan. 2000: 9).

According to Arch S. Meek in his book "The Educational of Exceptional Children", exceptional children are children with motional defect from normal motion entirelv. Based on The Committee of National Society for Study of

Education in United States, however, deformity is motion carried out by someone which deviates from normal motion, although it has developed maximum. The deviation can be seen physically, mentally, attitude, emotionally, and socially.

Refer to some proposed arguments, it can be shown that definition of disabled child or exceptional child is "a child or an adult man or woman who has deviation if be compared with normal child either physically, mentally, attitude, emotionally, or socially". Physical education is an educational instrument to improve quality of life (MINEPS. 1978). Follow in Directorate General of Sport of National Education Department in the program of Technical Coordination Meeting to Formulate National Sport Policy in Mataram Indonesia from November 9th till December 31st, 2004 states that education without physical education has not been called really education yet: First, every person free to develop and perpetuate of physical, mental, and moral capability. Second, physical education gives an effective contribution towards mastery of basic human value and base the development on every people. In accordance to the well known motto in Latin language, "Men sana in corpore sano" describes a hope that "in the healthy body there is healthy soul" (Djumhan Pida, 2003: 3).

Related to physical education, it is necessary explained that student who has deviation has the same right as other students who do not have deviation to get education and learning on every educational level. Disabled students, in accordance to their deviation, will get guidance through physical education which be the main duty of physical education teacher at school. The treatment is given elegantly for disabled students. Since, they are also nation children who will become their parents, society, and state expectation. Furthermore, specifically physical education at school is directed to help students improving their health degree and fitness (Depdikbud RI, 1995: 1). At Disabled School, every student has differences and weakness in either more physically, mentally, or emotionally. However, they have the same right to get opportunity involved in education including physical education at school.

Based on Rachman (1998: 3) some obstacles doing physical education are caused by the lack of physical education organized understanding, the lack of physical education principle understanding, educational personnel, and part of teachers have false perception of physical education. The learning succession of physical education at school will be realized if the students try to live healthily and keep physical activity every time. Therefore, it is going to be engaged in their soul that physical fitness and health are needs of life.

The succession of educational learning process at school is determined by the mastery of teachers, students, instruments, and curriculum factors. Physical education is one of lessons which be given at Disabled School (SLB). This lesson contains students' physical activities. While the students of Disabled School face some obstacles physically, mentally, or socially if they are compared with the condition of normal students. Since the lack of mentioned above, of course, the implementation of physical education at Disabled School needs special treatment. According to Syarifudin (1997: 3) physical education is an integral part of the whole education which consists of some physical activity forms in order to develop the organic, neuro-muscular, intellectual, and emotional of individual.

The conveyance of physical lesson towards Disabled School, the students should be designed systematically and completely, in order the end of physical education purpose at Disabled School can be realized. As the start point of improving the quality of physical lesson at Disabled School, it needs the evaluation of how the implementation of physical education running out at Disabled School today. Moreover, the first step empirically and reliable scientifically is a research. This research is carried out by Faculty of Sport Science, Yogyakarta State University. It is expected that the result of the result can be used to evaluate the curriculum and its learning process improvement. For Disabled School, the result of the research can be used as the material to improve the learning process in order the aim of physical education can be attained optimally.

IJASPESD Vol.3 No.2, 2005

24

11. Methods 1. Research Design

This research design uses survey research. Questionnaire technique is used to collect the research data. The population is teachers and students of Disabled School in Yogyakarta municipality. Sampling method uses Purposive sampling technique.

2. Definition of Operational Variables

Variable which be observed orientates on physical education realization through sport directed to improve physical fitness or performance achievement on each sport field.

3. Research subject

The amount of sample is 102 people, contain of 21 teachers and 81 students.

4. Research Instrument and Technique of Collecting Data The research instrument to take the data uses questionnaire, the questionnaire is made with features of teaching material, teaching method, instrument and facilities, and evaluation system. The questionnaire consists of 23 items for teachers and 20 items for students. Each question item is completed with alternative answer "Yes" if agree and "No" if don't agree.

5. Technique of Data Analysis Descriptive technique is applied in analysis technique realized in the narrative form.

III. Result and Discussion

The group of disabled children or defected person has the same basic needs as the normal children, but disabled children face some obstacles in completing their basic needs. Psychology and social needs are not different from normal children, they also need love, self-esteem, save, appreciation, motivation, be praised, and accepted by the environment, acknowledgement as member of family and society. Therefore, special treatment is needed in fulfillment of disabled children needs.

One of possible special treatment to expand those three aspects is regular and measurable physical activity involved in physical education lesson. Unfortunately, there are only some teachers, guides and instructors who have physical education sarjana degree background and particular skill to give physical education treatment towards disabled children.

Entirely, the result of the research is shown through analyzed data descriptively with two perceptions, first: teacher's perception and second: student's perception. For detail it will be analyzed as follows:

1. Teacher's Perception

Physical education teacher has an important role and demanded in determining whether a disabled child can participate in the sport teaming material together with their normal friends. Determining this matter, physical education teacher should take observation and evaluation entirely towards children's physical condition. Then, consulting medical field and discussing with children and their parents.

If a disabled child is considered incapable joining a certain sport field in physical education learning togetherness, so physical education teacher should be creative and skillful looking for solution and **determining other physical activities suitable with his or**

her capability and condition deflection. Preparing lesson material, most of teachers of Disabled School have referred to GBPP (Teaching Program Main Lines) and followed by making a unit of lesson. The unit of lesson directs to some mutual sport fields and aimed to acquire skill by keeping on the rule of the game from each sport field. The teachers use "command" approach which focus on teacher followed by command to take repeated training technique. Therefore, the students get lack of opportunity to be involved actively in joining the lesson. Most of teacher's evaluation and assessment systems depend on skill acquirement or performance achievement on each sport field. Actually, the main aim of physical education is improving students' physical fitness. The teachers state that doing the implementation of physical education, they are aware of students' restriction. Then, practicing of physical education learning, the teachers modified lesson instruments reminding the limits of facilities.

2. Student's Perception

Disabled students have very limited motion capability in joining on physical education. Therefore, there is time for disabled students can not take the same sport field. For disabled students, they should participate physical education lesson with many modifications and suitable with their deflection degree and physical condition. There is a tendency that disabled students want to imitate all of their friends' physical activities in order to show their ability and expectation involved in a physical activity or a game. In some ways disabled children really have similarity with normal children, such as expectation and idea, love, attention, protection, food, drink, well clothes, and education in improving their future life. The fact shows that in some manners, disabled children

get difficulties participating in physical education program with limited facility. This case becomes physical education teacher's responsibility to give the same treatment for every disabled children.

The result of the research shows that most of students have participated in physical education lesson given by physical education teacher. The students are also happy in participating physical education lesson particularly game sport lesson (volley ball, football) with certain techniques of each sport field. In participate of the lesson process, the students feel demanded to use standard rule in achieving performance on sport field they joined. The students are also aware that physical education running with limited facility provided by the school. Joining practice at yard, the students give response that physical education lesson is taken repeatedly and less of variation. Particularly in assessment aspect, the students understand that every the lesson run most of teachers take assessment. From class management aspect, physical education teachers do not separate boys and girls when learning process goes. **The students state that the teachers have orientated in students' need and capability when the lesson is given by the most of teachers.** It makes the students love physical education lesson material although given with simple facility.

IV Conclusion

Based on the research data analysis and discussion, so it can be concluded that: Physical education teachers in giving lesson material is suitable with curriculum. The implementation of physical

education based on the teacher's and student's perceptions have not suitable with physical education yet, that is to improve physical fitness. Implementing physical education at Disabled School (SLB), most of the learning processes direct to performance achievement on sport field. Therefore, it is time for physical education teachers are given upgrading or refresher course about the implementation of physical education at Disabled School (SLB) as an effort to make the same perception of the right physical education implementation. Since, not all of physical education teachers come from qualified teachers in teaching physical education.

References

- Adain, CW (1991). *Foundation of Physical Education Exercise and Sport Education*. Philadelphia. Lea & Febriger.
- Beltasar Tarigan (zUUO). *Penjaskes Adaptif*. Jakarta: Depdiknas. Depdikbud RI (1995). *Kurikulum Pendidikan Sekolah Dasar*: Jakarta: Depdikbud.
- Depdiknas (2004). *Standar Kompetensi Lulu.ran Program Studi Pendidikan Jasmani Jenjang Strata Satu*. Jakarta: Direktorat P2TK2KPT Dikti.
- Djumhan Pida (2003). *Pembinaan Afeksi Siswa dalam Pendidkan Jasmani (Ian Olahraga*. Yogyakarta, Universitas Negeri Yogyakarta.
- Hurloek (1978). *Child Development*. New York: Me Graw Hill Inc.
- J. Hartoto (2000). Makalah Seminar DUE-LIKE Prodi PJKR: *Paradigma Pendidikan Jasmani*, Yogyakarta: FIK t1NY.
- Lambert, LT (1987). Secondary School Physical Education Problems: *What Can We Do About Them?* Joperd Februari.
- Mineps 10 978). *The Julmind Formal Charles of Physical Education and Sport*. Pans.
- Rachman (1998). Makalah Senunar: *Pelaksanaan Pendidikan Jasnuzni di SD SLTP dan SMUISMK*. Yogyakarta: PSO IKIP YK.
- Seamen, Jennet A, De Pauw, Kerend (1982). *The New Adaptif Physical Education a Developmental*, California. Myfield Publishing Company.
- Suharsimi Arikunto (1991). *Prosedur Penelitian: Suatu Pendekatan Praktis*. Jakarta: PT Rineka Cipta.
- Syarifudin (1997). *Pokok-pokok Pengembangan Program Pembelajaran Pendidikan Jasmani*. Jakarta: Departemen P dan K.