

SURVEY OF THE PHYSICAL FITNESS OF MENTALLY RETARDED CHILDREN

Dewi Septaliza

Universitas Bina Darma

Email : dewi.septaliza@binadarma.ac.id

ABSTRACT

This study aims to determine the level of physical fitness of mild type mentally retarded children at SLB Karya Ibu Palembang. The research technique used is descriptive research using survey methods with data collection techniques using tests and measurements with TKJI. The population in this study were 18 students with mild mental retardation in 2019/2020 at SLB Karya Ibu Palembang. The data analysis technique uses descriptive percentages. The results of this study are: Based on the results of the description, data analysis and discussion, it can be concluded that the physical fitness level of the students of SLB Karya Ibu Palembang in the 2019/2020 school year is in the very low category, this is evidenced by the percentage level results. Physical fitness of the students of SLB Karya Ibu Palembang for the 2019/2020 school year, where there are 15 boys with mild mental retardation age 10-12 years. In accordance with the table of physical fitness norms for mild mentally retarded children 10-12 years old in SLB Karya Ibu, which is included in the Very Good (VG) category as many as 0 children (0%), good (G) as many as 2 children (13.33%), medium (M) as many as 4 children (26.67%), low (L) as many as 6 children (40%), and very low (VL) as many as 3 children (20%). Based on the number of children with mild mental retardation, girls aged 10-12 years, as many as 3 girls. In accordance with the table of physical fitness norms for mild mentally retarded children 10-12 years, in Karya Ibu SLB which is included in the very good category (VG) as many as 0 children (0%), good (G) as many as 0 children (0%), medium (M) as many as 0 children (0%), low (L) as many as 2 children (66.67%), and very low (VL) as many as 1 child (33.33%). Based on the results of the description, data analysis and discussion, it can be concluded that the physical fitness level of the SLB Karya Ibu students for the 2019/2020 school year is included in the low category, this is evidenced by the results of the percentage of physical fitness levels of SLB Karya Ibu students for the 2019/2020 school year, where students boys and girls in the low category.

Keywords: physical fitness, mentally, children

INTRODUCTION

Humans are the most perfect creatures among various other creatures and humans are also creatures that have physical and spiritual elements equipped with reason and mind. Therefore humans have a higher degree than other creatures. And not all humans who are born in this world are born with a perfect condition, maybe many people who are born in this world experience less than perfect physical conditions such as deafness, blindness, mute, and so on. There are also humans who are born with perfect physical conditions but experience mental disorders such as children who are mentally retarded or mentally retarded. Physically and mentally healthy is one of the most important things in human life, physical fitness is also very much needed by every school age child, from Kinder to Senior High School, including children who are mentally retarded or have mental retardation. They have the same rights as children who are normal. Therefore formal and informal institutions are very influential, especially for physical education and health in helping mentally retarded sufferers to live better and gain health and self-confidence as well as for achievement. Basically, education is also an attempt to develop the existing abilities of a child according to the abilities they have. So that in providing education there is no coercion beyond the ability of the child. Because coercion on children will cause obstacles to child development. In today's era of globalization, humans are even required to be able to keep up with the times so that they can continue to survive.

One of the forms and efforts they have to do at this time is learning. But there are some humans who have disorders including children with special needs. They also want to keep their lives because they also have the same rights as other normal humans. Children who have special needs such as mental retardation need special attention and more from their parents and the environment around them. Every human activity must have a goal to be achieved, as well as physical education. With the existence of physical education for children with special needs, especially mild mental retardation, it is hoped that it can provide positive improvements to the physiological, psychological, and social functions of these children. One of the main goals of physical education is to improve one's physical fitness. A person's level of success can be determined through evaluation. Because every lesson we need is evaluation and someone's success that is achieved from learning outcomes can be expressed and described through evaluation. In physical education, evaluation of the progress of learning outcomes is carried out using tests, both physical fitness tests and sports skills tests. Physical fitness is a concept in which many components support and will illustrate the meaning of physical fitness. Humans who have overall fitness are people who have a healthy and fresh outlook on their life and future. Physical fitness is a physical condition that is concerned with the ability and ability to function in an optimal and efficient way (Kemendiknas, 2010: 1).

According to Rusli Lutan (2002: 7) physical fitness is the ability of a person to perform physical tasks that require strength, endurance and flexibility. Physical fitness is essentially related

to one's physical ability and ability to carry out daily tasks efficiently and effectively in a relatively for a long time without causing significant fatigue, and still have spare energy to carry out other activities.

Djoko Pekik Irianto (2000: 2) states that physical fitness, namely the ability of a person to do daily work efficiently without causing excessive fatigue so that he can still enjoy his spare time. This opinion is strengthened by Toho Cholik Mutohir and Ali Maksum (Thomi Pradodo, 2013: 7) that physical fitness is the body's ability to carry out activities without experiencing significant fatigue. Physical fitness is closely related to daily activities. Physical fitness is the basic capital for every human being to be able to carry out a series of daily activities. Humans who have good physical fitness will be much more productive and can carry out activities more effectively and efficiently. Based on some of the descriptions above, it can be concluded that what is meant by physical fitness is the ability or endurance of the body to perform certain activities efficiently without causing significant fatigue.

B. Components of Physical Fitness The components of physical fitness need to be understood and understood by everyone, a person's physical fitness is influenced by the components of physical fitness. Djoko Pekik Irianto (2000: 4) states that health-related fitness has 4 basic components, including: 1) Cardiac lung endurance, is the ability of the heart lung to supply oxygen which is used for muscle work for a long period of time. 2) Muscle strength and endurance) Muscle strength is the ability of muscles to resist loads in one effort. b) Muscle endurance is the ability of muscles to do a series of work for a long time. 3) Flexibility is the ability of the joints to move freely. 4) Body composition is the ratio of body weight in the form of fat to lean body weight expressed in the percentage of body fat.

One form of physical fitness test that is often used as a measuring tool to determine a person's physical fitness level is the Indonesian Physical Fitness Test (TKJI). The test is structured and adapted to the condition of children in Indonesia, which are divided into 4 age groups, namely 6-9 years, 10-12 years, 13-15 years, and 16-19 years. TKJI consists of 5 tar points, namely, a sprint or sprint running test, a body hanging or bending elbow hanging test, a sitting-sitting test, an upright jumping test, and a 600 meter running test (long distance running). This test is structured to determine the physical fitness level of a person or group based on age and gender by using tables and assessment norms of TKJI as a benchmark in classifying a person's physical fitness level.

Education is not only for normal children, children with special needs also take education. Children with special needs require special attention from each parent and the environment around them. For example, in terms of education, they must receive special treatment such as education in special schools. As stated in Law No.2 of 1998 concerning the national education system, Article 8 paragraph 1 states that "citizens with physical and mental disabilities have the right to receive special education. In physical education, children with special needs also receive physical education. Physical education for children with special needs is often referred to as adaptive physical education. In adaptive physical education, mentally retarded children must have physical fitness. One level of physical fitness for mentally retarded children is mental retardation.

Intellectual disability, or in its current development, is better known as developmental disability, is often misunderstood by the public, and even often occurs among professionals in the field of special education in understanding the concept of mental retardation (Rochyadi Endang and Zaenal Alimin, 2005). Mentally retarded children are children who have mental retardation and have intellectual disabilities, they have lower intelligence development and experience difficulties in the learning process and social adaptation so that they cannot pay attention to their body condition and health.

According to the World Health Organization, intellectual disability (ID) is defined as follows: "Intellectual disability means a significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence). This results in a reduced ability to cope independently (impaired social functioning), and begins before adulthood ,with a lasting effect on development. Disability depends not only on a child's health conditions or impairments but also and crucially on the extent to which environmental factors support the child's full participation and inclusion in society (Mkabile and Swartz, 2020).

Mentally retarded children are children who have intellectual disabilities with an Intellectual Quotient (IQ) below the average of normal children (Martinus and Kesumawati, 2020) the level of a person's intelligence, in general, is usually measured through an intelligence test whose results are called the IQ test (intelligence quotient), IQ. for mentally retarded children are divided into: a) Mild intellectual disability usually has an IQ of 70-55 b) Moderate intellectual disability usually has an IQ of 55-40 c) Severe mental retardation usually has an IQ of 40-25 d) Very severe mental retardation usually has an IQ <25 (Nur Hidayati, 2016).

Mentally retarded children experience obstacles and underdevelopment in intellectual mental development far below the average in such a way, so they experience difficulties in academic, communication and social tasks, and therefore require special education. Mentally retarded children have the same rights in obtaining a proper education as stated in Law No. 20 Year 2003 of the National Education System Article 5 Paragraph (2): Citizens who have physical, emotional, mental, intellectual, and / or social disabilities are entitled to education specifically (Andhini, 2017)

Mentally retarded children also cannot grow independently so they need assistance to be able to live independently without dependence. Children with mild mental retardation or are able to educate, have characteristics that exist in them, including having an IQ below normal, namely 52-67, poor coordination and limited memory and social skills. With the above characteristics of mentally retarded children being able to educate will affect the child's movement activities, so indirectly the child's physical fitness level will be affected. Mild mentally retarded children or are able to educate at SLB Karya Ibu have never been tested using TKJI norms and adjusted to TKJI norms for normal children of their age, so it is not known whether the child's physical fitness level will be below the average for normal children. Even though they also have complete physical condition and are not sick. Considering that in general the existing TKJI test norms are intended

for normal children, the measurement of the physical fitness level of mentally retarded children still uses the TKJI norm for normal children, according to the background of the problem, to determine the level of physical fitness of mild mentally retarded children aged 10-12 years. there needs to be research. Therefore, this study will only measure the level of physical fitness of mentally retarded children. By using the normal child TKJI norm assessment used for mentally retarded children aged 10-12 years, the results will be obtained from the level of adjustment in mentally retarded children, especially those aged 10-12 years.

METHOD

This research approach uses a quantitative approach. According to Sugiyono (2013: 14) quantitative research methods can be interpreted as research methods based on the philosophy of positivism used to research on certain populations or samples, data collection techniques use research instruments, analysis and are quantitative /statistical, with the aim of testing hypotheses that have been set. In this research, the technique used is survey because it only describes the object in a limited way. The population in this study were 18 children. In this research, it was conducted at SLB Karya IBU Palembang. The subjects in this study were 15 Boys and 3 girls with intellectual disabilities who were able to educate aged 10-12 years.

RESULT

Based on the number of children with mild mental retardation, boys aged 10-12 years, as many as 15 children. In accordance with the table of physical fitness norms for mild mentally retarded children 10-12 years old in SLB Karya Ibu who are included in the Very Good (VG) category, 0 children (0%), good (G) 2 children (13.33%), medium (M) as many as 4 children (26.67%), low (L) as many as 6 children (40%), and very low (VL) as many as 3 children (20%). Based on the number of children with mild mental retardation, girls aged 10-12 years, as many as 3 children. In accordance with the table of physical fitness norms for mild mentally retarded children 10-12 years old in SLB Karya Ibu who are included in the very good category (VG) as many as 0 children (0%), good (G) as many as 0 children (0%), medium (M) as many as 0 children (0%), low (L) as many as 2 children (66.67%), and very low (VL) as many as 1 child (33.33%). Based on the number of children with mild mental retardation, boys and girls aged 10-12 years 19 children. So mild mentally retarded children aged 10-12 years at SLB Karya Ibu Palembang show that the physical fitness category is low (L). This is certainly influenced. In essence, physical fitness can be influenced by their motoric movements, which have a relationship between cognitive function and physical fitness skills of mentally retarded children aged 10-12 years in SLB Karya Ibu are mostly "lacking" which means they have cognitive and movement skills. who are less trained according to the ability of the average mentally retarded child. This is due to several factors, as expressed by Djoko Pekik Irianto (2006: 7-9), explaining the role of each factor as follows: 1. Food and nutritional factors: the body needs sufficiently nutritious food as a source of energy, a

source of building substances. and regulatory substances. Nutritious food will affect one's physical health and fitness. Therefore, we must regularly consume foods that contain enough nutrients so that humans can live healthily and can perform daily tasks properly and have a strong endurance.

2. Factors of physical activity and sports. Doing physical activities and sports properly, regularly and continuously is beneficial in achieving optimal physical fitness status With regular exercise, our physical fitness will increase. The improvements obtained include: increased movement, less fatigue, increased skills and so on.

3. Rest and sleep factors. After doing a physical activity, the body will feel tired, so we take a break. Good rest is rest that does not require activity, namely sleep, at least 8 hours a night.

4. Factors of living habits and environmental factors. Healthy living habits will affect physical fitness. The health of our bodies is also influenced by the environment around us, both the mental environment, namely the psychological atmosphere of a person's life and the social environment, namely the state of the community where we live and live in a community.

Age fitness tests for children with mild mental retardation in SLB Karya Ibu are in the poor category, This is influenced by the factors of physical activity and lack of exercise as well as inadequate food and nutrition because students at SLB Karya Ibu do not do sports activities and do not consume nutritious food because nutritious food will affect health and physical fitness. Apart from the factors of students (internal), another factor (external) that determines physical fitness is the educational program of teachers in special schools in providing learning. If in learning students are active in participating in learning, so that the active movements make the body fresh, thereby improving the physical quality, body functional abilities, and psychological quality of a person.

CONCLUSION

Based on the results of the description, data analysis and discussion, it can be concluded that the physical fitness level of the SLB Karya Ibu students for the 2019/2020 school year is included in the low category, this is evidenced by the results of the percentage of physical fitness levels of SLB Karya Ibu students for the 2019/2020 school year, where students boys and girls in the low category. Suggestions that can be conveyed are: a) For the school, to be more able to know the level of physical fitness with environmental, community and parental factors, as an effort to improve students' abilities, periodic testing of physical fitness levels is carried out at least once a semester. The results of this study can be explained as a reference to pay more attention to the number of hours of exercise lessons, especially in improving the physical fitness of students or students, c) Teachers are expected to provide information about exercise program exercises to children so that children's physical fitness will be achieved. d) Parents are expected to pay attention to the physical condition of their children and always accustom them to healthy behavior so that their physical fitness will be better.

REFERENCES

- Andhini, N. F. (2017). Pendidikan Khusus. *Journal of Chemical Information and Modeling*, 53(9), pp. 1689–1699.
- Djoko Pekik Irianto. (2000). *Panduan Latihan Kebugaran (yang efektif dan aman)*. Yogyakarta: Lukman Offset.
- Hudnin, M. A. (2011). Tingkat Kesegaran Jasmani Murid SD Impres Malengkeri Setingkat KotaMakasar Pada Kelompok Usia 10 -12 tahun.
- Kemendiknas. (2010). *Tes Kebugaran Jasmani Indonesia*. Jakarta : Pusat Pengembangan Kualitas Jasmani.
- Martinus and Kesumawati, S. A. (2020). Pelaksanaan Permainan Gerak Dasar Manipulatif Pada Anak Tunagrahita Di SDLB C Kota Palembang”, 4(1), pp. 117–121.
- Mkabile, S. and Swartz, L. (2020). “I Waited for It Until Forever” Community barriers to accessing intellectual disability services for children and their families in Cape Town, South Africa”, (September), pp. 1–13.
- Nur Hidayati.(2016). Model Pembelajaran Yang Efektif Bagi Siswa Tunagrahita Di Sekolah Menengah Pertama Luar Biasa (SMPLB) Bintang Campurdarat Tulungagung, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Available at: <http://etheses.uin-malang.ac.id/3799/1/12410206.pdf>.
- Rochyadi Endang dan Zaenal Alimin. (2005). *Pengembangan Program Pembelajaran Individual Bagi Anak Tunagrahita*. Jakarta: Departemen Pendidikan Nasional,.
- Rusli Lutan. (2002). *Menuju Sehat dan Bugar*. Jakarta: Direktorat Jenderal Olahraga, Depdiknas
- Sugiyono. (2013). *Metode Penelitian*. Bandung: Alfabeta.
- Sugiyono. (2016). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Thomi Pradodo. (2013). *Survei Tingkat Kesegaran Jasmani Pada Siswa Putra SMAN 4 Kota Jambi*. Artikel (Online).FKIP Universitas Jambi.