

The Influence of Related Games on Improvement Teambuilding in Children with Disabilities in State SLB Sidomulyo South Lampung



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ABSTRACT: The purpose of this study was to determine the effectiveness of the relay on improving the teambuilding of high-class students with special needs at State SLB Sidomulyo South Lampung. The author uses a pre experimental design type of one group pretest – posttest design. It is said to be a pre experimental design, because this design is not yet a real experiment. With a population of 28 high school students, consisting of 7 deaf students, 17 mild mentally retarded, and 1 quadriplegic, and 3 blind students. Covers aspects of caring, responsibility, and cooperation. After the initial test, students are given relay training in accordance with the training program that has been made, then a final test is carried out. Based on data analysis, the t-count value is 14,702 and the t-table value $(n-1) = (7-1)$ with a two-way test, $\alpha = 0.05$, the t-table value = 2.447. Because $t \text{ count} = 14,702 > t \text{ table} = 2,447$ it can be concluded that "Relay with relay running game is effective in improving the teambuilding of students with special needs in high class at State SLB Sidomulyo South Lampung".

KEYWORDS: Games, Children, Disabilities

INTRODUCTION

Physical education and health is an educational process that is directed at encouraging, guiding, developing and fostering physical and spiritual abilities (Herman et al., 2020). As well as the health of students and their environment so that they grow and develop physically and develop harmoniously and optimally so that they are able to carry out their duties for himself (DePauw, 2016). Every citizen has the same rights to carry out sports activities, to obtain services in sports activities, to choose and participate in the types and branches of sports according to their talents and interests, to receive guidance, support, guidance, coaching and development in sports, and become a sports actor. This also applies to normal students and students with special needs (ABK). Children with Special Needs themselves are the successors of this nation's children who are less fortunate/with disabilities (McLoughlin et al., 2017). Children with Special Needs were formerly known as Extraordinary Children (Hanrahan, 2015).

Special education is education specifically aimed at special population groups, one of which is Children with Special Needs (Pasichnyk et al., 2021). In the field about how the physical role, especially in learning to play, students who have limitations are the same as normal children trying to use the teambuilding method which aims to form cooperation by using 4 games, namely the hose relay, cone relay, rolling ball and relay running (Mikhaylova, 2019). From the four basic dimensions of the game, everything can be connected. Namely with the existence of teambuilding, the community can cooperate by playing the game. It is building intrapersonal relationships between team members. The competencies needed are empathy, effective communication, social awareness, building relationships, leadership and team collaboration (Macdonald et al., 2016).

The following are the advantages of playing relay: 1) Can develop children in symbolic thinking, namely when counting the number of objects that have been successfully moved while playing relay, mentioning the order of the symbols of numbers 1-10 on the objects being moved, and so on. 2) Can improve cooperative attitudes in children, because in relay play children cooperate with friends in groups when moving objects from one place to another. 3) Can develop physical-motor in children when moving objects from one place to another. 4) Can improve children's language development, namely:in communicating orally both with friends in groups and with teachers. 5) Can foster a sense of enthusiasm in children, because in relay play it is packaged in the form of a competition where of course there are groups that win and lose so that children are encouraged to be enthusiastic in playing in order to win the competition.

The Influence of Related Games on Improvement Teambuilding in Children with Disabilities in State SLB Sidomulyo South Lampung

METHODS

Experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions. In this study, using a pre experimental design (nondesign) type One group pretest – posttest design. It is said to be a pre experimental design, because this design is not yet a real experiment. Because there are still external variables that also influence the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variables. This can happen, because there is no control variable and the sample is not chosen randomly.

Technique sampling of data sources is carried out in the form of primary and secondary data. Data analysis is descriptive or quantitative. Quantitative research is usually used to test a theory, to present a fact or describe statistics, to show the relationship between variables, and some are to develop concepts. The sample is part or representative of the population under study. While the size of the sample from the total population, there is actually no absolute provision, what percentage of the sample is taken from the population. The samples in this study were 28 students consisting of visually impaired, mild mentally retarded, physically handicapped, and moderate mentally retarded students.

RESULTS AND DISCUSSION

The subjects in this study were students with special needs at State SLB Sidomulyo South Lampung, consisting of 28 students and special needs, including mild quadriplegic, mild mentally retarded, deaf and blind. The description of the object of this research is described in the following description:

1. Gender

Based on gender, the research subjects consisted of male and female students consisting of 20 male students and 8 female students as illustrated in the following pie chart.

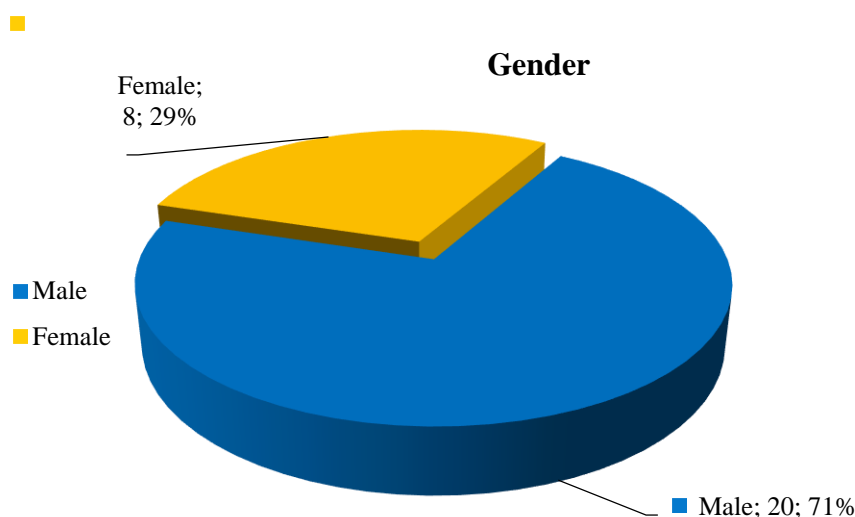


Figure 1. Pie Chart of Gender Distribution

Based on the pie chart above, it can be seen that the percentage of male students is 20 students (71%), the percentage of female students is 8 students (29%).

2. Special Needs

Based on the special needs of the research subjects, it was found that the special needs of the research subjects consisted of mild quadriplegic, mild mentally retarded, deaf and visually impaired and these categories are depicted in the pie chart as follows:

The Influence of Related Games on Improvement Teambuilding in Children with Disabilities in State SLB Sidomulyo South Lampung

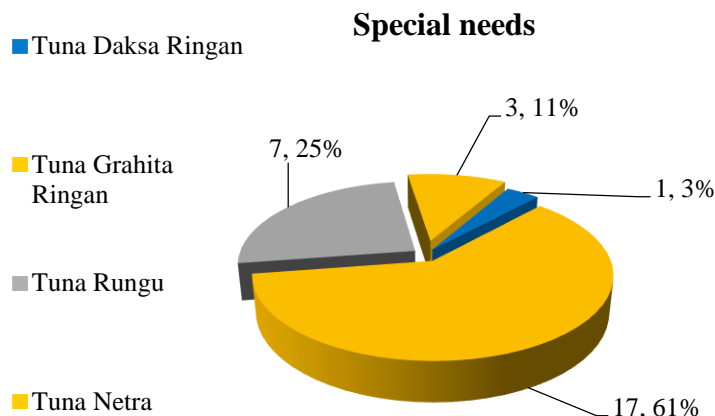


Figure 2. Pie Chart of Gender Distribution

Based on the pie chart above, it can be seen that the percentage of students with special needs mild tuna is 1 student (3%), the percentage of students with special needs light tunagrahita is 17 students (61%), percentage of students with special needs deaf is 7 students (25%), the percentage of students with special needs blind is 3 students (11%).

3. Data Description Research Results on the Hose Relay Group

In the final test of teambuilding students with special needs at State SLB Sidomulyo South Lampung, South Lampung, the interval relay group experienced a significant increase, namely the average value was 70.71, the standard deviation is 10.58, lowest value is 65, and the highest value is 95, Comparison of the initial test and the teambuilding test of students with special needs at State SLB Sidomulyo South Lampung, the intermediate relay group can be illustrated through the bar chart below:

Table 1. Data Description Research Results on the Hose Relay Group

Group	Average		SD		Min		Max	
	Pre-Test	Final Test	Pre-Test	Pre-Test	Pre-Test	Final Test	Pre-Test	Final Test
Hose Relay	45.71	70.71	10.18	10.58	35	60	65	90
Cone Relay	45.00	75.00	10.41	10.00	35	65	65	95
Rolling Ball	43.57	70.00	8.02	10.00	30	55	55	85
Relay Running	42.86	65.00	6.99	8.16	30	55	50	75

Table 2. Frequency Distribution Teambuilding Group Hose Relay Games

Interval	Criteria	Pre-Test		Final Test	
		F	%	f	%
81-100	Very well	0	0%	1	14.3%
61 – 80	Well	1	14.3%	5	71.4%
41 – 60	Currently	4	57.1%	2	28.6%
20 – 40	Not enough	2	28.6%	0	0%
Total		7	100%	7	100%

On group final test hose relay game From the table above, it can be seen that as many as 1 student (14.3%) have teambuilding which is in the very good category, as many as 5 students (71.4%) have teambuilding who are in the good category, as many as 2 students (28.6%) have teambuilding who are in the medium category and there are no students who are in the less category. Frequency distribution and percentage criteria teambuilding depicted through a bar chart as follows:

4. Data Description Research Results on the Cone Relay Group

In the final test of teambuilding students with special needs at State SLB Sidomulyo South Lampung, South Lampung, the cone relay group experienced a significant increase, namely the average value was 75.00, the standard deviation of the teambuilding students with special needs at State SLB Sidomulyo South Lampung, the cone relay group is 10.00. The lowest score for the teambuilding of students with special needs at State SLB Sidomulyo South Lampung, the cone relay group is 65, and the highest

The Influence of Related Games on Improvement Teambuilding in Children with Disabilities in State SLB Sidomulyo South Lampung

value is 95. Comparison of the initial test and the teambuilding test of students with special needs at State SLB Sidomulyo South Lampung. In the final test it can be seen that as many as 1 student (14.3%) have team building which is in the very good category, as many as 6 students (85.7%) have team building who are in the good category, and there are no students who are in the medium and less category.

Table 3. Data Description Research Results on the Cone Relay Group

Interval	Criteria	Pre-Test		Final Test	
		f	%	F	%
81-100	Very well	0	0%	1	14.3%
61- 80	Well	1	14.3%	6	85.7%
41- 60	Currently	3	42.9%	0	0%
20- 40	Not enough	3	42.9%	0	0%
Total		7	100%	7	100%

5. Data Description Research Results on the Rolling Ball Group

In the final test of teambuilding students with special needs at State SLB Sidomulyo South Lampung, the rolling ball group experienced a significant increase. Namely the average score was 70.00, the standard deviation of the teambuilding students with special needs at State SLB Sidomulyo South Lampung, the rolling ball group is 10.00. The lowest score for the team building of students with special needs at State SLB Sidomulyo South Lampung, the rolling ball group is 55, and the highest score for the team building of students with special needs at State SLB Sidomulyo South Lampung, the rolling ball group was 85. Comparison of the initial test and the teambuilding test of students with special needs at State SLB Sidomulyo South Lampung, the rolling ball group can be illustrated through the bar chart below:

Table 4. Frequency Distribution Table Teambuilding Group Rolling Ball Game

Interval	Criteria	Pre-Test		Final Test	
		F	%	F	%
81-100	Very well	0	0%	1	14.3%
61 -80	Well	0	0%	5	71.4%
41- 60	Currently	4	57.1%	1	14.3%
20- 40	Not enough	3	42.9%	0	0%
Total		7	100%	7	100%

On the final test can see that as many as 1 student (14.3%) have teambuilding which is in the very good category, as many as 5 students (71.4%) have teambuilding which is in the good category, 1 student (14.3%) have teambuilding who are in the medium category and there are no students who are in the less category.

6. Data Description Research Results on the Relay Running Game Group

In the final test of teambuilding students with special needs at State SLB Sidomulyo South Lampung, the relay running game group experienced a significant increase, namely the average score was 65.00, the standard deviation of the teambuilding students with special needs at State SLB Sidomulyo South Lampung, the relay running game group is 8,16. The lowest score in teambuilding for students with special needs at State SLB Sidomulyo South Lampung, the relay running game group is 55, and the highest score for the teambuilding of students with special needs at State SLB Sidomulyo South Lampung, the relay running game group is 75. Comparison of the initial test and the teambuilding test of students with special needs at State SLB Sidomulyo South Lampung, the relay running game group can be illustrated through the bar chart below:

Table 5. Frequency Distribution Table Team building Group Relay Running Game

Interval	Criteria	Pre-Test		Final Test	
		f	%	F	%
81 - 100	Very well	0	0%	0	0%
61 - 80	Well	0	0%	3	42.9%
41 - 60	Currently	4	57.1%	4	57.1%

The Influence of Related Games on Improvement Teambuilding in Children with Disabilities in State SLB Sidomulyo South Lampung

20 – 40	Not enough	3	42.9%	0	0%
Total		7	100%	7	100%

On the final test can see that as many as 3 students (42.9%) have teambuilding who are in the good category, as many as 4 students (57.1%) have team building which in in the medium category, and there are no students who are in the less and very good category.

Based on the results of data collection at the time of the initial test, it was known that the team building of the State SLB Sidomulyo South Lampung students from 28 sample students, of which 7 were deaf. 3 visually impaired, 17 mild mentally retarded, and 1 quadriplegic, namely the majority of students have teambuilding abilities with sufficient category. At the time of the initial test of the interval relay game, 1 student (14.3%) have team building which is in the category good, as many as 4 students (57.1%) have team building who are in the medium category, as many as 2 students (28.6%) have team building who are in the less category and there are no students who are in the very good category.

In the initial group test cone relay game can be concluded: as many as 1 student (14.3%) have team building who are in the good category, as many as 3 students (42.9%) have team building who are in the medium category, as many as 3 students (42.9%) have team building who are in the less category and there are no students who are in the very good category.

In the initial group test rolling ball game can be concluded: as many as 4 students (57.1%) have team building who are in the medium category, as many as 3 students (42.9%) have team building who are in the less category, and there are no students who are in the very good and good categories.

In the initial group test relay running game can be concluded: as many as 4 students (57.1%) have team building who are in the medium category, as many as 3 students (42.9%) have team building who are in the less category, and there are no students who are in the very good and good categories.

The results of other studies, namely the analysis of effectiveness tests, also showed that the hose relay game, cone relay game, rolling ball game and relay running game were effective in improving teambuilding for children with disabilities in State SLB Sidomulyo South Lampung. There are advantages and disadvantages of each game carried out in learning for children with special needs. Likewise with relay play, there are advantages that can be felt both by children and by teachers in the learning and learning process.

CONCLUSION

Based on with data analysis and discussion on, it can be concluded that this research is as follows:

1. The relay with the interval relay game is effective in improving the teambuilding of students with special needs at State SLB Sidomulyo South Lampung
2. The relay with cone relay running game is effective in improving the teambuilding of high-class students with special needs at State SLB Sidomulyo South Lampung
3. The relay with a rolling ball game is effective in improving the teambuilding of high-class students with special needs at State SLB Sidomulyo South Lampung
4. Relays with relay running games are effective in improving the teambuilding of high-class students with special needs at State SLB Sidomulyo South Lampung

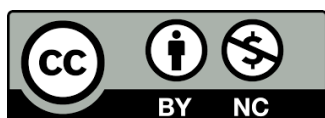
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The Influence of Related Games on Improvement Teambuilding in Children with Disabilities in State SLB Sidomulyo South Lampung

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