

Socialization And Training of Cheerful Gymnastic for Children with SpecialNeeds Based on Fundamental Movement in Downsyndrom Children

**Citra Resita^{1*}, Dicky Reva Apriana Sanga Dwi², Oon Sopiah³, Deden Akbarlzzuddin⁴,
Muhammad Arief Setiawan⁵**

^{1,3,4,5}Physical Education Programme, Singaperbangsa University of Karawang

²Physical Education Programme, STKIP Muhammadiyah Kuningan citra.resita@fkip.unsika.ac.id

ABSTRACT

This service aims to assist assistance in implementing SECAR (Ceria Ceria) ABK basedon Fundamental Movement for Down syndrome children to improve the fundamental movement of Down syndrome students at the Tunas Harapan Special School, Karawang.This is because the downsyndromic children at the Tunas Harapan Karawang Special School have poor basic movement skills. And through this gymnastic activity accompanied by cheerful and fun music to further attract students' interest in following the gymnastics movements. This exercise consists of warm-up movements, core movements, and cool-down movements. The method used in this community service is a personal approach starting with personal introductions, doing activities outside the classroom, creating SECAR (cheerful gymnastics) for ABK Based on Fundamental Movement, and inviting students to demonstrate. In its implementation, SECAR (cheerful gymnastics) for ABK based on the fundamental movement at SLB Tunas Harapan Karawang, students are very enthusiastic about participating in the SECAR movement. While the obstacles faced are 1) students are difficult to control when doing gymnastics, 2) one student must be accompanied by a companion to correct his movements, and 3) the short implementation time makes it difficult for students to repeat the movement. Themethods used in this training are counseling, discussion and training. And the training participants were given a conceptual understanding of the SECAR (cheerful exercise) forABK based on the Fundamental Movement and at the same time they practiced the SECAR (cheerful exercise) movement based on the Fundamental Movement. This training has succeeded in achieving its goal of increasing the basic movement / Fundamental Movement for downsyndromic children at the Tunas Harapan Special School. Karawang.

Keyword: Cheerful Gymnastics, Fundamental Movement, Downsyndrom.

INTRODUCTION

In the Law of the Republic of Indonesia, it is stated about the National education system No. 20 of 2003 in article 32 paragraph 1, that education is especially education for students who have a level of difficulty in following the learning process due to physical,emotional, mental, social disorders or have intelligence potential. and special talent. According to the law on child protection, namely children have the right to grow and develop, play, rest, recreation, and learn in an education, including children with special needs (ABK) are children who significantly experience abnormalities / deviations (physical), mental, intellectual, social and emotional in the process of development. ABKis a term for / replaces the word extraordinary child (ALB). And they have the same opportunities as children in general.

Children who are classified as special and have advantages compared to other children are generally called children with special needs. While children with physical disabilities are referred to as children with disabilities. One of the problems with children with special needs that can hinder their physical motor skills is children with physical and mental retardation, known as Down syndrome. Down syndrome is a form of special needswith genetic disorders with intelligence abilities that move from mild, moderate. Down syndrome children's motor development is not as fast as other normal children, that although children with motor disorders may have normal intelligence, delays in the motorfield area.

A common symptom of mental retardation and also a precursor to a learning disability. There is a belief that a person's low intelligence will affect his motor skills. So itcan be concluded that

down syndrome children who have a low level of intelligence will cause low motor skills as well. The development of basic movements in children with down syndrome is very important. because it will help the growth and development of children, especially motor development. Children with mental retardation have characteristics, one of which is the weakening of motor control, lack of skills to coordinate, but on the other hand the motor skills of children with Down syndrome can still be trained in order to achieve abilities, growth, and development to a normal point. This proves that in fact there is still a possibility for a child with Down syndrome to be able to achieve the same development as other normal children if the stimulus is given continuously and done in the right way. Children with and without disabilities develop at individual rates. The early years in a child's life are critical for foundation of gross motor development (Young et al., 2020). The treatment of autism and down syndrome usually includes physical activity which is important in improving motoric performance in children with disabilities (Akyol & Pektaş, 2018)

Down syndrome is one of the most common genetic disorders. Its primary effect is mental retardation and a number of physical abnormalities. Persons diagnosed with this syndrome must be integrated in long-term education and social integration preparation programmes. One such programme is the Special Olympics (Popescu et al., 2013). Children and adolescents with Down syndrome are at risk from a wide range of physical problems and difficulties that may interfere with their attainment of motor milestones and subsequent motor skill development. Such children present challenges for teachers and therapists as they require carefully considered instruction and the maintenance of quality in physical education practices. These practices need to ensure not only that injuries are prevented but that the person's developing physical abilities are not further handicapped by poorly acquired movements or techniques (Jobling, 2007) And gymnastics is one of the activities that can stimulate the physical development of motor/basic movements in down syndrome children. Gymnastics accompanied by music and songs can increase interest and multiple intelligences in down syndrome children. It is known that children with Down syndrome have many health, anatomical, and perceptual characteristics which may handicap their motor development, so it is important that proficiency aspects of motor development as (Jobling, 1998). Therefore, through the SECAR (cheerful gymnastics) ABK activities based on Fundamental movement, it is hoped that the multiple intelligences possessed by down syndrome children can also develop basic movement skills properly and in harmony.

The Tunas Harapan Karwang Special School (SLB) has 17 students with various student characteristics. There are active students and passive students. The cheerful ABK movement based on Fundamental Movement which is interesting is expected to stimulate the improvement of basic movement skills in down syndrome children.

METHODS

The following is a research method used for research which can be seen in the image below:



Figure 1. Method Design of PKM Research

From the Figure.1 above states that The method used in this community service activity is to provide knowledge to teachers / parents and special training for ABK about cheerful gymnastics. This method is carried out directly at the Tunas Harapan Special School (SLB) Karawang on October 30, 2021 which consists of the following stages:

1. Preparation Stage

The stages of preparation carried out to carry out this activity include:

- a. Making a permit to the Tunas Harapan Special School (SLB) Karawang
- b. Make announcements or distribution of activities to teachers / parents and ABK students
- c. Prepare the necessary materials

2. Implementation Stage

The implementation stage consists of 2 sessions, namely by providing knowledge about cheerful gymnastics and practicing it directly to ABK students directly through an instructor who demonstrates ABK cheerful gymnastics which is then followed by ABK students. Cheerful gymnastic movements consist of warm-up, core, and cool-down movements. The target is the Tunas Harapan Karawang Special School ABK (SLB) students, totaling 17 students accompanied by teachers who previously had socialized about training for ABK cheerful gymnastics based on fundamental movement in down syndrome children. The training materials include, among others, the cheerful gymnastics of ABK based on fundamental movement in down syndrome children. The training method consists of delivering theory and practice. The following activities are carried out at SLB Tunas Harapan Karawang:



Information from several research photos: The figure 2 is the stage of socialization to participants, for information this research is held by blended learning, meaning that it is carried out online and face to face, while for the figure 3 is the provision of online gymnastic materials with participants from the school who participate through a zoom meeting, for the fourth picture, namely discussions with participants who were accompanied by teachers and parents of students to provide input on cheerful gymnastics and the benefits of this cheerful gymnastics, The fifth picture is a cheerful gymnastics practice which is assisted by stakeholders from students to demonstrate the gymnastics and then the participants follow the movement.

3. Evaluation Stage

Evaluation of the activities carried out directly at the end of this training and after completion by maintaining communication with training participants through various instruments such as social media.

4. Research Result

The final result of this research is a product to study the benefits of cheerful gymnastics for children with special needs or Down syndrome and provide benefits for coaches or teachers to improve physical fitness for children with special needs.

RESULT

The activity was carried out one day, namely on October 30, 2021. The training was fully carried out offline at the Tunas Harapan Special School (SLB) Karawang. In order to prepare for the training, first prepare a permit letter to the Tunas Harapan Karawang Special School (SLB).

The object of community service is the Tunas Harapan Karawang Special School (SLB) down syndrome crew, totaling 17 students, where at the time of training not all students were present on the grounds of illness and permission. The activity was carried out by practicing cheerful gymnastics to ABK students led by a gymnastics instructor by demonstrating cheerful gymnastics which was then followed by ABK students. Cheerful gymnastic movements consist of warm-up, core, and cool-down movements. The training went smoothly, students were very happy and enthusiastic when doing cheerful gymnastics, but there were also students who were passive in doing cheerful gymnastics. Some of the students who were assessed as passive move were accompanied by a teacher who was present during the training.

CONCLUSION

The socialization/training of the crew's cheerful gymnastics based on the fundamentals of the down syndrome children was prepared based on the identification of problems in the Tunas Harapan Karawang Special School (SLB).

1. Cheerful gymnastics has been proven to be very feasible and effective to improve gross motor skills of students with Special School Specialty (SLB) Tunas Harapan Karawang.
2. ABK cheerful gymnastics can be an alternative for teachers and parents in providing learning, especially to stimulate the motor development of children with Down syndrome.

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