

Application of Water-Playing Methods to Increase Confidence in Mentally Retarded Children at Special Education Laboratory

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Abstract: Action research aims to increase confidence for mentally retarded children in Special Education Laboratory Daksinapati Building State University of Jakarta. The method used in this research is action research. In this subjects activity is a mentally retarded children, amounting to 5 people. The study lasted for two weeks, consisting of one cycle consisting of six meetings. This research is done until the first cycle, because there has been an increase of confidence in the children, from 5 children all entered the criteria good including 3 children including good criteria and 2 children including criteria very good. From this research can be concluded that through the method of playing water can improve confidence of children *tunagrahita* in Special Education Laboratory Building Daksinapati State University of Jakarta.

1 INTRODUCTION

Playing is an important and major media to develop various physiological and psychological aspects in the process of child development. According to Fathuk Chapter Abdul Halim Sayyid in Nofi Marlina Siregar (2013), playing is means to learn to develop intellect and physical simultaneously.

Playing to benefit children, as Anggani Sudono said in Nofi Marlina Siregar (2013), play is an activity performed with or without using tools that produce understanding or provide information, give pleasure and develop imagination.

When playing a specific behavior change occurs from the perpetrators, through play also happens the process of transformation of social values and education (Jeffrey, 2012). Psychiatry Stuart Brown writes play as "the foundation of all art, books, sports, movies, fashion, fun and wonders /" play is the basics of all art, games, books, sports, movies, fashion, fun, and wonder short, the basis of what we think of as civilization.

When children get a chance to do activities that involve a lot of body movement, will make the child's body to be healthy. The muscles of the body will grow and become strong. In addition the limbs get a chance to be moved. The child can also

channel the excess energy so that he does not feel uneasy (Djumidar, 2012).

According to Martin and Bateson in the developmental psychology book "spatial relationships can also categorize behaviors as play behaviors, therefore playground behaviors are generally considered play behaviors, because the location of such behavior is specific."

1.1 Confidence

Confidence is the ability of the mind to understand both positive and negative feelings. Self-confidence is one aspect of personality that is the basic capital and is formed through the process of exercise and interaction with the social environment.

According to (Eichstaedt, 1992) self-confidence is a mental condition or psychological self that gives a person a strong belief in himself to do or do something action. An insecure person has a negative self-concept, lacks confidence in his ability, because it often shuts down.

Confidence will create a sense of security, and this will look at the attitude and behavior of someone who looks calm, not easy to doubt or hesitate, not easily nervous, assertive, and so forth (Komarudin, 2015).

Negative impact due to lack or absence of self-confidence that is in itself that will be obtained if not as soon as possible to overcome and find a solution. In addition to self-confidence can be raised by means of exercise and others, there is an alternative form of therapy that can help overcome the problem of lack of self-confidence in yourself (Upton, 2012).

From the above opinion it can be concluded that self-confidence is the ability of the intellect to understand the positive and negative feelings that will generate a sense of security, and this will look at the attitude and behavior of someone who looks calm, not easy to doubt or hesitate, not easily nervous, assertive.

1.2 Mentally Retarded Children

There are some general terms used to refer to a child with intellectual impairment, such as: underdeveloped child, mental handicap, mental retardation, intellectual disability and *tunagrahita*. Often people describe that a child with intellectual impairment is difficult to adapt in the academic and environmental sciences (Mukhtar, 2009). In 1992, the American Association on Mental Retardation defines disorder as follows: "Mental retardation is a characteristic of disability that causes significant obstacles in intellectual function and adaptive skill" / "mental retardation is a disability characterized by significant limitations of both in intellectual functioning and in adaptive skills"

The above definition emphasizes that disorder is a challenge in a person's development period to adapt and integrate with his environment in developing skills. Meanwhile, according to Bandi Delphie (2006), *tunagrahita* child is a child with difficulty in developing ability, having problem of learning caused by obstacles of intellectual, mental, emotional, social, and physical development.

A person is categorized as subnormal mental disorder or *tunagrahita*, if he has a low level of intelligence (below normal), so to pursue the task of development requires specific assistance or services, including in education programs (Irham, 2005).

The retardation of the child's *tunagrahita* is usually associated with a person's intelligence level. The level of intelligence in general is usually measured through intelligence tests whose results are called IQ (intelligence quotient):

1. Mild mental retardation has IQ score: 52-67
2. Moderate mental retardation has IQ score: 36-51
3. Severe mental retardation has IQ score: 25-36
4. Profound mental mortality has IQ score: <25

One of the barriers to a child with *tunagrahita* is performing adaptive skills. Adaptive skills are actually needed to build social relationships with the environment around the child's *tunagrahita*, such as communication skills, self-development skills, the skills to perform home tasks, leisure skills, skills to maintain personal health and self-directed skills in a particular activity.

According to Mohammad Efendi (2009) child *tunagrahita* can be classified as follows:

1. metally retarded children are able to learn (debil) is a child of metally retarded who is unable to follow in ordinary school program, but still have ability that can be developed through education although result not maximal.
2. metally retarded children able to train (imbecil) is a child with a low intelligence metally retarded so it is not possible to follow a program that is intended for children metally retarded able to learn.
3. metally retarded child is able to care (idiot) is a child of metally retarded who have very low intelligence so that he can not take care of themselves or socialization.

2 METHODS

This study aims to improve the confidence of children *tunagrahita* in Special Education Laboratory Building Daksinapati State University of Jakarta through the method of playing water.

This research uses Action Research research method or action research method. This research method developed together between researchers and colabolators to determine the policy in every improvement of learning aspects. This research uses Action Research research method or action research method. This research method developed together between researchers and colabolators to determine the policy in every improvement of learning aspects.

Treatment in action research is by using action program, where the work plan program implemented in the form of action implementation framework to fit the research conditions (Zainal, 2009& Muchlis, 2009).

The design of this research uses an action research model with a chart depicting four steps and repetition starting from planning, acting, observing, reflecting, and continuing with re-planning as the basis for problem-solving strategies or research action steps.

3 RESULTS AND DISCUSSION

3.1 Initial Description

The initial test aims to find out early how the level of confidence in the child's *tunagrahita*. This is an absolute requirement that researchers and collaborators must fathom in determining agreement on the basic determination of the confidence level of children treated with swimming methods.

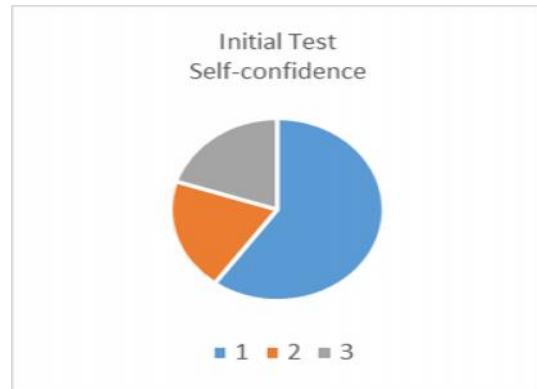


Figure 1: First Test.

No	Naea	Dimention				Average Value
		Looks Calm	Not Easy to Worry or Hesitate	Not Easily Nervous	Assertive	
1	Enzi	66,7	33,3	66,7	33,3	50
2	Evi	83,3	66,7	100	66,7	79,2
3	Dimas	66,7	33,3	66,7	33,3	50
4	Revan	66,7	44,4	66,7	66,7	61,1
5	Abi	66,7	44,4	66,7	33,3	52,8

Table 1. Preliminary Test for Confidence of Mentally Retarded Childern.

Info:

- oValues greater than 70 are include on either criterion
- oValues greater than 60 are include in sufficient criterion
- oValues greater than 50 are include on less criterion

Based on the result of the initial asismen of the instrument Self-confidence of the children with the *tunagrahita* Special Education Laboratory of Daksinapati Building, Jakarta State University, 3 children are included in the criteria of less, 1 child is included in enough criteria, and 1 child goes into good criteria. More clearly can be seen in the pie chart.

After going through the stages of planning, action scenario that has been made by the researcher is then implemented into the learning process where the scenario that has been modified into the form of the game is to apply the method of playing water. The final attitude creates confidence. Learning every meeting on Wednesday and Friday at 14.00-14.45. in cycle I the number of meetings as much as 6 times the meeting, the description in cycle I is as follows:



Figure 2: Cycle Research Results 1.

Table 2. Data Result Cycle 1 Level of Self Confidence of Mentally Retarded Children.

	Name	Dimention				Average
		Looks Calm	Not Easy to WorryOr Hesitate	Not Easily nervous	Asser vative	
1	Enzi	83,3	66,7	100,0	50,0	75
2	Evi	100,0	88,9	100	66,7	88,9
3	Dimas	83,3	66,7	100,0	66,7	79
4	Revan	83,3	88,9	100,0	66,7	84,7
5	Abi	83,3	66,7	100,0	66,7	79,2

Info :

- oValues greater than 80 are include on great criterion
- oValues greater than 70 are include on either criterion
- oValues greater than 60 are include in sufficient criterion
- oValues greater than 50 are include on less criterion

Based on the result of the initial asismen of the instrument Self-confidence of the children of *Tunagrahita* Special Education Laboratory of Daksinapati Building, Jakarta State University is included in the less criteria. More clearly can be seen in the pie chart.

4 CONCLUSIONS

Based on the results of the research it can be concluded that there is increased confidence in children *tunagrahita* through the method of playing water. With the application using the method of playing water there are 60% of the results of children into the criteria Good and 40% of children into the criteria very well. With this method of playing water can increase confidence in children *tunagrahita* in Special Education Laboratory Building Daksinapati State University of Jakarta.

Based on the findings and conclusions from the research results can be put forward several implications as follows:

The application of water play methods using the game is an alternative in solving some problems faced by teachers in an effort to activate the child in learning as well as in the effort to transform the values contained in physical education of sports and health, one of which is self-confidence, because the teacher acts as one delivery agents to improve the quality of human resources with high intellectual and leadership.

In every application of the method the teacher must be able to create a conductive class in order to interactively engage students with the teacher, students with students can be realized so that the classroom atmosphere becomes active and

interesting. In this case the teacher must be able to be an example and role model of his students, not only in words but also in daily deeds.

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