Riyadhoh : Jurnal Pendidikan Olahraga
Volume 6 Nomor 2 ,Tahun 2023
Tersedia Online: https://ojs.uniska-bjm.ac.id/index.php/riyadhohjurnal
ISSN. 2656-2936

LEVEL OF ACTIVITY STUDENTS INTELLECTUAL DISABILITY IN PARTICIPATING PHYSICAL EDUCATION LEARNING: A Systematic Literature Review

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DOI : 10.31602/rjpo.v6i2.12946

ABSTRACT

Activeness is part of the physical education learning objectives that must be achieved. What is meant by activeness is a child who is actively moving. The aim of this research is to find out the level of activity of students with intellectual disabilities in participating in physical learning. This research was guided by PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) using the Google Scholar database. Based on 4 selected articles, this research identified the survey level of activity of students with intellectual disabilities in physical education learning. In the articles that have been reviewed, the first article conducted research at the Extraordinary Primary School, the second article conducted research at the Jombang State Special School, the third article conducted research at the C Tunas Harapan Karawang Extraordinary Junior High School, and the last article conducted research at the School. Extraordinarily Trustworthy. The method used in the four articles is a survey method with data collection using interviews, observation and document collection. After identifying the level of activity of mentally retarded students, it can be said to be active. Based on the research results and conclusions, recommendations are directed to future researchers to also conduct research on factors inhibiting the activeness of mentally retarded students in participating in physical education lessons.

Keywords : Activeness, Physical Education, Intellectual Disabilities

Submitted : 1 November 2023, Accepted : 5 December2023, Published : 9 December2023

INTRODUCTION

Physical education is a tool to achieve educational goals through the process of coordinating body organs, neuromuscular, intellectual, social, cultural, emotional and ethical physical activity.(Ijacrus, 2019). Physical education is part of the educational curriculum that focuses on developing students' motor skills and physical activity. The goal is to improve students' health, fitness, and athletic skills(Sallis et al., 2012). Physical education is not only limited to developing physical aspects, moreover, physical education is a means for students to instill social and moral values such as loyalty, dedication, team work, honesty, justice and responsibility, unity, friendship, perseverance, hard work and sportsmanship(Nia et al., 2023).

As humans, children with special needs have the right to grow and develop in their families, communities and nations. He has the same right to go to school as other non-normal and non-normal siblings(Widyorini et al., 2019). There are several categories of children with special needs, one of which is mental retardation. Mentally retarded children are children who experience disorders in their mental and intellectual development which affect cognitive development and adaptive behavior such as light(Yosiani, 2017).

Through physical education classes that are modified or adapted to the existing environment and conditions, change the tools and functions as well as the rules for learning sports that contain elements of fun and students (with disabilities) can have self-confidence and self-esteem so that they do not feel isolated from the world around them. they(Hutzler et al., 2019). The aim of adaptive physical education itself is not only to make learning PAIKEM (Active, Innovative, Creative, Effective and Fun Learning). However, special attitudes, guidance and

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Tersedia Online: https://ojs.uniska-bjm.ac.id/index.php/riyadhohjurnal
ISSN. 2656-2936

supervision are also needed for students so that the aims and objectives of adaptive physical education can be achieved.(Mulyatiningsih, 2020).

Active learning is an individual activity that can change itself for the better because of the interaction between individual and individual and individual and the environment.(Sumantri et al., 2022). Activeness is part of the physical education learning objectives that must be achieved.(Ketcheson et al., 2023) What is meant by activeness is a child who is actively moving. Providing opportunities to learn movement through physical education classes is very important because it is beneficial for the development of subsequent skills after adulthood. Therefore, activeness is used as an evaluation criterion for physical education learning and as a measure of its success(Dian et al., 2017).

The limited ability of students with special needs to carry out learning at school. Thus, a comprehensive study of various current literature is needed regarding the level of activeness of tumagrahita students in participating in physical education lessons. Systematic literature reviews have advantages when compared to conventional style literature. The advantages of a systematic literature review are that the article search process is transparent, the research area is clearer, and the objectives are more significant and can control research bias (Shaffril et al., 2018, 2021). The search for articles is transparent because the systematic literature review has a planned protocol so that the research flow will be reported clearly to answer the research. The research area is more clearly depicted through the research inclusion and exclusion stages. Then, a significant objective can be to control research bias caused by systematic literature reviews that must have research questions.

METHOD

This research was guided by PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses). PRISMA is an evidence-based guide consisting of flow diagrams that is intended to be used as a tool for writing systematic literature reviews(Pati & Lorusso, 2018). Literature review using PRISMA offers three unique advantages, namely defining clear and systematic research questions, identifying inclusion and exclusion criteria, and also trying and checking scientific literature databases within the specified time(Shaffril et al., 2018).

The database used in this review is Google Scholar. Google Scholar is a search engine used to search for journal publications or scientific articles that have been reached by 19,240 universities and 6,380 central institutions.(Rafika et al., 2017). Google Scholar was used in this research because it is easy to access and is the search engine most often used by scholars. The object of this research is the activity of mentally retarded students.

Based on this, the research question in this study is; RQ: What is the level of activeness of mentally retarded students in participating in physical education lessons?

The Research Question that has been formed will take this research to the first stage in the systematic literature review, namely the identification stage. This stage involves identifying keywords for information retrieval purposes. In this stage, sources such as dictionaries, thesaurus, keywords from previous literature are used. This aims to compile a search string or arrangement of search keywords. The compiled search string resulted in the discovery of 81 documents from Google Scholar.

Table 1. The search Used in Collecting Data Process

Keywords database
Google Scholar Alintitle : “Activity of students” OR “Activity of students with intellectual disabilities” OR "Activity of mentally retarded students in physical education"

The second stage in the systematic literature review is Screening or screening stage. At this stage, excluding articles that are not included in the scope of the research are reviewed through the title and abstract of 17 documents, 4 documents that are duplicates from Google Scholar and 3 documents that cannot be accessed, so that the documents that pass this stage are as many as 57 documents.

The third stage in the systematic literature review is Eligibility. This stage is a process of manual inclusion and exclusion of documents in accordance with the criteria set by the author as well as a stage of ensuring that the documents to be reviewed comply with the provisions that have been set. Articles that have been thoroughly reviewed will be included in the systematic review process. For this research, researchers have four criteria. First, the time range is between 2013 to 2022 (May 2022) so that if there are documents outside this time range they are not included in the review; Second, the type of document used in the research is a journal with empirical data (if there are types of documents such as conference papers, book chapters, and review articles then they are not included because they are not considered primary sources); Third, speak Indonesian. If there is a document that

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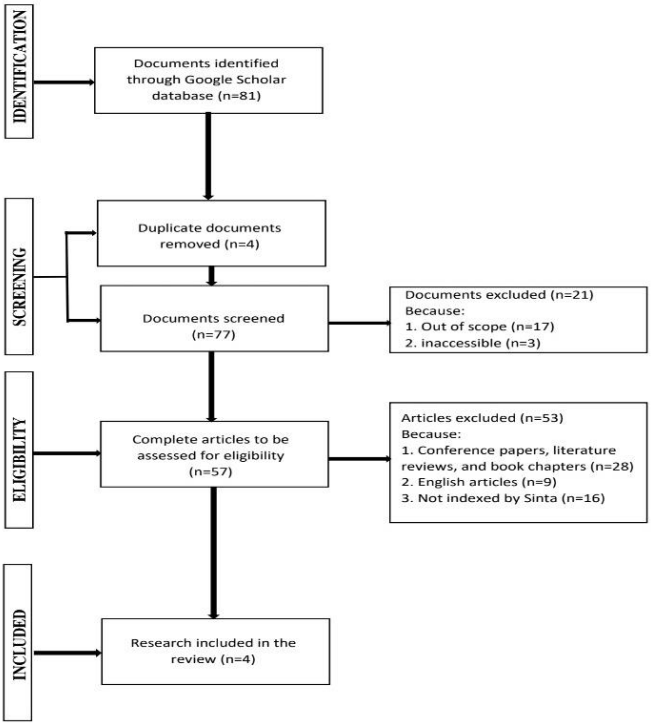
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Tersedia Online: https://ojs.uniska-bjm.ac.id/index.php/riyadhohjurnal
ISSN. 2656-2936

uses a language other than Indonesian, it will be issued; Fourth, Indexing Sinta, if there is a document that is not included in the Sinta index then the document is excluded.

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Time range	Between 2013 to 2022	<2013 and >2022
Document type	Research articles	Review articles, books, book chapters, conference proceedings, and reports
Languages	Indonesian	Non-Indonesian
Indexing	Sinta	Non-Sinta

After passing the document screening stage, 21 documents were filtered. So now entering the Eligibility stage, 57 documents have been deleted, including 28 documents for conference papers, book chapters and review articles, 9 documents in English, and 16 documents not indexed. From the eligibility stage, 4 documents remained that met the inclusion criteria determined by the author. The following is a PRISMA flowchart (Figure 1), which guides this research.



Picture **1. PRISMA flowchart**

RESULTS AND DISCUSSION

Based on the results of article mapping which was carried out using a systematic literature review, of the 81 articles regarding learning assessment during the pandemic, 4 articles were included in the final review process. Below are the mapping results based on predetermined criteria. The results section contains identification results from various literature that are relevant to the research objectives.

The publication year of these 4 articles was most widely published in 2013 with 1 document and in 2022 there will be 3 documents. For the number of studies, all articles were published from each different journal. The data is described in Table 3. Ournal of Physical Education, Sport and Recreation with S3 status is 2 documents. S3 is 1 document. Sriwijaya Journal of Sport S3 status with 1 document.

Table 3. Results of Article Review

NO	TITLE	WRITER, YEAR	METHOD	RESEARCH RESULT

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ISSN. 2656-2936

1.	Survey of the Activeness of Children with Mental Disability in Participating in Physical Education Learning at SDLB Jepara in 2012	Muhammad Imam Majid, Hermawan Pamot, Ipang Setiawan, (2013)	survey method	The overall observation results show that the level of activity of mentally retarded children at Jepara Special Elementary School (SDLB) in participating in physical education learning activities in 2012 can be categorized as "sufficient."
2.	Survey of learning activities of children with mild intellectual disabilities in physical education learning	Fahmil Haris, Fahd Mukhtarsyaf, Liz, (2022)	Survey method	The research results showed that from the two observations made, the highest percentage was 56.25% of students who were active in the learning process. These results describe the level of student activity in learning with the following indicators: Always Active: 33.25% Sometimes Active: 19.50% Inactive: 3.50% Thus, around 33.25% of students are always active in the learning process , while 19.50% of students were active only on a few occasions, and 3.50% of students were not active at all in learning. These results show variations in the level of student activity in learning, with the majority of students taking an active role in the learning process, although there are some who are only occasionally active or even not active at all.
3.	Level of Activeness of Mentally Disabled Children in Physical Education Learning at SMPLB C Tunas Harapan Karawang	Mohammad Arif1 , Ruslan Abdul Gani 2 , Aria Kusuma Yuda (2022)	This research uses a qualitative approach, descriptive method with data collection techniques using interview guides, observation and documentation.	From the research results obtained, the level of activity of mentally retarded children in physical education learning at SMPLB C Tunas Harapan Karawang can be said to be sufficient.
4.	Analysis of the Activeness of Mentally Disabled Children in Taking Physical Education Lessons at SLB Amanah	Divine Grace (2022)	Research is collected directly through: observation with observation worksheets, interviews, and document collection.	Based on the overall observation results, the level of activity of mentally retarded children in participating in physical education learning activities was found to be 64.56% in the good category.

DISCUSSION

Firstly, the results entitled "Survey of Activeness of Children with Mental Disability in Taking Physical Education Lessons at SDLB Jepara in 2012" written by Muhammad Imam Majid and colleagues in 2013 is a research that aims to measure the level of activity of children with mental retardation in taking part in physical education lessons in Jepara Special Elementary School (SDLB) in 2012. Research Method: Research Location: Research was conducted at SDLB Jepara. Survey Method: The research uses a survey method to collect data. Data

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Tersedia Online: https://ojs.uniska-bjm.ac.id/index.php/riyadhohjurnal
ISSN. 2656-2936

Collection: Research data was obtained in three main ways, namely: Observation using observation worksheets. Interviews with related parties, such as teachers or school staff. Collecting documents, such as school records. Data Analysis: The form of data analysis used is descriptive analysis. This means that the research focuses on describing and detailing the level of activity of mentally retarded children in physical education learning. Research Results: The research results show that the level of activeness of mentally retarded children in participating in physical education lessons at SDLB Jepara in 2012 can be said to be sufficient, with a percentage of 51.34%. These results are based on the average number of three observations made by researchers on August 29, September 3 and September 5 with respective results of around 53.7%, 49.8% and 50.5%. Factors that influence children's activity level: The article states that there are several factors that influence children's level of activity in participating in physical education lessons at SDLB Jepara. These factors can be divided into internal factors (which come from within the child itself) and external factors (which come from the environment and external factors).

Second, the results of a review entitled "Activity Level of Children with Mental Retardation in Physical Education Learning at SMPLB C Tunas Harapan Karawang" written by Mohammad Arif and colleagues in 2022. This article explains the results of research regarding the level of activity of mentally retarded children in learning physical education at SMPLB C Tunas Harapan Karawang. Research Method: Descriptive Method: The research uses a descriptive method to describe the level of activity of mentally retarded children in physical education learning at the school. Research Subjects: The research subjects involved seventh, eighth and ninth grade students at SMPLB C Tunas Harapan Karawang. Population and Sample: The research population was all students at SMPLB C Tunas Harapan Karawang, totaling 25 respondents. The sample consisted of 9 children, with 3 children taken from each class. Data Collection: Research data was collected through observation guides, interview guides, and documentation. Data Analysis: Data analysis in this research is descriptive analysis expressed in percentage form. The results of the research show that the level of activity of mentally retarded children in physical education learning at SMPLB C Tunas Harapan Karawang can be said to be sufficient. The results of the analysis include the level of activity in four aspects, namely cognitive, affective, psychomotor and physical: The cognitive level is 39.80% in the poor category, which shows that some children do not yet have a basic understanding such as the name of the ball and the name of the sport. The affective level was 33.30% in the poor category, indicating that some students still had problems participating and interacting in learning. The psychomotor level was 56.50% in the sufficient category, which shows that most students are able to perform basic movements such as walking, running and jumping. The physical level was 68.52% in the good category, indicating that the majority of students looked happy, enthusiastic and looked healthy during physical education learning. The overall average level of activity of mentally retarded children in physical education learning at SMPLB C Tunas Harapan Karawang was 49.58%.

Third, the results of a review of the article entitled "Analysis of the Activity of Children with Mental Retardation in Taking Physical Education Lessons at SLB Amanah" written by Rahmat Divine in 2022. This article discusses the results of the analysis of the level of activity of children with intellectual disability in taking part in physical education lessons at SLB Amanah. Research Method: Survey Method: This research uses a survey method to collect data about the activity of mentally retarded children in physical education learning at SLB Amanah. Research Location: Research was conducted at SLB Amanah. Data Collection: Research data was obtained directly through three methods, namely observation with observation worksheets, interviews, and document collection. Data Analysis: The form of data analysis used is descriptive analysis. The results of the data analysis are presented by taking into account a number of samples of 6. Research Results: The results of the research describe the level of activity of mentally retarded children in participating in physical education lessons at Amanah SLB based on the categories of mentally retarded groups (debilitated, embittered and idiotic): For mentally retarded children in the debilitated group, at meetings in the first meeting, the result was 73.61% in the good category, while at the second meeting, the result reached 83.33% in the very good category. For mentally retarded children in the embisil group, at the first meeting, the results were 66.67% in the good category, and at the second meeting, the results were 72.22% in the good category. For mentally retarded children in the idiot category, at the first meeting, the result was 44.43% in the poor category, and at the second meeting, the result was 47.22%. Based on the overall observation results, the level of activeness of mentally retarded children in participating in physical education learning activities at SLB Amanah was obtained at 64.56% in the good category.

Fourth, what you mentioned is entitled "Survey of Learning Activities of Children with Mild Intellectual Disabilities in Physical Education Learning" written by Ayu Nida Nur Rahmania and colleagues. This article presents the results of a survey regarding the learning activities of children with mild intellectual disabilities in physical education learning at SLBN Jombang. Research Method: Survey Method: Research uses a survey method to collect data about students' learning activities. Research Location: Research was conducted at SLBN Jombang.

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Riyadhoh : Jurnal Pendidikan Olahraga
Volume 6 Nomor 2 ,Tahun 2023
Tersedia Online: https://ojs.uniska-bjm.ac.id/index.php/riyadhohjurnal
ISSN. 2656-2936

Data Collection: Data was collected using an assessment instrument in the form of a checklist that utilizes observations during the learning process. Research Results: The research results showed that observations were made twice, and the results were as follows: The highest percentage was 56.25% of students who were active in the learning process. This shows that the majority of mildly mentally retarded students are active in physical education learning. With more detailed indicators, the percentage of students who are always active is 33.25%, those who are sometimes active are 19.50%, and those who are inactive are 3.50%.

CONCLUSION

Based on the study of several literatures that have been described above, it can be seen that the level of activity of mentally retarded students in physical education learning can be said to be active. Because, the results obtained from the first literature show that the percentage of active students with intellectual disabilities in physical education learning is 51.34%. From the results obtained from the second literature, it shows that the percentage of activeness of mentally retarded students in physical education learning was 49.58%. From the results obtained from the first literature, it shows that the percentage of activity of mentally retarded students in physical education learning is 64.56% in the good category. And finally, the fourth literature shows that the percentage of activity of students with intellectual disabilities in physical education learning is 56.25%.

Apart from that, in the article from Muhammad Imam Majid, et al with the title "Survey of the Activeness of Children with Mental Disabilities in Taking Physical Education Lessons in the 2012 Jepara survey" it is stated that there are several factors that hinder the activeness of students with intellectual disabilities in learning physical education, namely internal and external factors. The external factors are parallel class management, namely combining classes in one learning meeting and the lack of teaching staff which creates an imbalance in the number of students and teaching staff, making physical education teachers limited in managing the existing classes. Other internal factors are internal factors or from the child himself, mentally retarded children are children who are weak in thinking. Apart from that, the child's enthusiasm for participating in learning depends on the child's interest in the material that will be presented by the teacher.

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