

REVIEW / DERLEME

LIFE SKILL DIMENSION BASED ON UNIFIED SPORTS SOCCER PROGRAM IN PHYSICAL EDUCATION OF INTELLECTUAL DISABILITY

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ABSTRACT

This article aims to find out the optimization of 21st-century life skill dimension based on unified sports soccer program on physical education of intellectual disability. The 21st-century education dimension includes knowledge, skill, and character integrated into life skill in everyday life. Today the concept of education for all is included for intellectual disability. Children with intellectual disability, characteristic physiological and psychological characteristics are characterized by limited intelligence, social and other mental functions. In this regard, it is necessary to have special handling programs to solve life skill problems especially in physical education for intellectual disability. Inappropriate programs will have a more complex impact on intellectual disability life skill. Life skill formation program needs to be given in the form of a sports game, one of them is a unified sports soccer program. Unified programs are characterized by intellectual disability and non-intellectual disability activities as partners in teams, with intellectual disability child-specific tasks as goal scorers and non-intellectual disability feeders. This program provides self-exploration for intellectual disability children to boost confidence after scoring goals, and for partners to generate trust in friends (intellectual disability). Based on research experts note that unified sports soccer programs have a positive impact on behavior, friendship activity, adjective, inclusive of social factor, adaptive program, and individual development on intellectual disability. Therefore, the formation of life skill based on unified sports soccer program is suitable for use on intellectual disability as the implementation of physical education in the 21st century.

Key Words

Intellectual Disability, Life Skill, Unified Sports Soccer Program

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Introduction

Mentally disabled children are children who have an intellectual, social and emotional side. The need for appropriate services to optimize the ability of intellectual disability children so that these obstacles do not have a negative impact on other developments such as cognitive and psychomotor. In International terms, intellectual disability children are called intellectual and development disability (Kaufman & Hallahan, 2011: p.175). Mentally disabled children have the same rights as other children in meeting their needs, optimizing their abilities both in terms of education services and their development.

Education services, today have the concept of education for all, including for Intellectual Disability. Children with intellectual disability conditions need to be given appropriate education services with analysis of barriers and educational solutions (American Psychiatric Association, 2013: p.33). Inaccuracies in service delivery have an unfavorable impact on the development of intellectual disability (Kaufman & Hallahan, 2011: p.181). Education for intellectual disability children is adjusted to current developments based on 21st-century education concepts. Education in the 21st Century is currently putting forward the concept of life skill cultivation. The development of life skills in the 21st Century is also integrated with education. The 21st-century education dimension is not only about knowledge and ability, but character formation is an important aspect (Bialik, et.al., 2015: p.1). In this regard, sports education activities in particular need to be provided with the concept of synergy between knowledge, ability and character development. Therefore, it is necessary to match activities with the child's condition. This is in accordance with Burhaein (2017: p.57) explaining that physical activity needs to be adjusted to physical growth and emotional development.

Games and sports for intellectual disability children start first in America. In the country managed by the SOI (Special Olympic International) organization, then developed rapidly throughout the world to Indonesia through the SOIna (Special Olympic Indonesia) organization. Development of intellectual disability children's sports has entered the concept of 21st Century education life skills, through the concept of unified sports (Rector, 2013: p.1). Unified sports are not only activities to increase knowledge of the rules of the game and the skills to play sports, but also the cultivation of the nature and character of intellectual disability children (Austin, 2013: p.7). Sport unified concept of inclusion with partners of non-disabled children. There are various team sports in the Sport unified, but sports games that are popular in the world to Indonesia, namely soccer or in America are known as soccer (Ogaora, 2013: p.1). Based on this, the formation of 21st Century educational life skills should be able to be provided through a unified sports soccer program. Therefore, the purpose of this writing is to know conceptually the optimization of the 21st-century life skill dimension based on the unified sports soccer program on physical education for intellectual disability children.

Characteristics of Children with Intellectual Disability

General characteristics of intellectual disability children according to Gabe (2008: 9) say there are some characteristics 1) slow in learning new or foreign things according to him, 2) will always quickly forget what he has learned, 3) in very poor speech, 4) movement and physical development is very lacking, and 5) less able to take care of themselves, etc. Mild category of intellectual disability (able to educate) has a different character from normal children. According to Mumpuniarti (2007: p.41-42) states the character of mild intellectual disability children can be reviewed physically, psychologically and socially, namely:

1. Physical characteristics appear to be normal children with only a few weaknesses in sensory abilities.
2. The psychic character is difficult to think abstractly and logically, lacks analytical skills, weak associations, weak fantasies, lack of ability to control feelings, easily

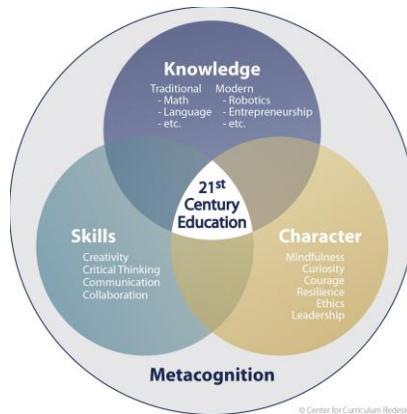
influenced by personality, less harmonious because they are not able to judge good and bad.

3. Social characteristics, they are able to get along, adjust to the environment that is not limited to families only, but there are those who are independent in the community, able to do simple work and do it fully as adults, abilities in education including students.

In line with what was said by Kim (2009: p.220) that intellectual disability children have weak motor base motion characteristics. From the description of the opinions of the experts above, it can be concluded that mild intellectual disability children have characteristics 1) have poor motor skills, 2) lack of thinking ability, 3) can achieve high productivity with repeated exercises, 4) highest intelligence equivalent with a normal 12-year-old child.

21st Century Education

Bialik, et.al. (2015: p.1), the Curriculum Study Center in Boston divides education in the 21st Century into four dimensions of education: a) Knowledge, balancing the subjectivity between traditional and modern knowledge, b) Skill, there is a causal correlation to knowledge, where skills show the level of knowledge, c) Character related to behavior in life. d) Metacognition as part of the process of self-reflection and learning by building all three dimensions.



Picture 1. 21st Century Education Dimensions
Bialik, et.al. (2015: p.1)

One dimension in the 21st Century is that the characters are translated into 6 aspects. namely: a) Mindfulness, b) Curiosity, c) Courage, d) Resilience, e) Ethics, and f) Leadership Further Bialik, et al. (2015: p.1) explains that character education is about acquisition and strengthening of virtue (quality), values (ideals and concepts), and the capacity to make wise choices for a broad knowledgeable life and developing society (Bialik, et.al., 2015: p.1).

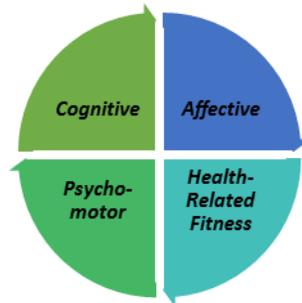
The same thing was also stated by Schunk (2012: p.400) that metacognition includes the synergy of three dimensions. These three dimensions are aspects of knowledge, aspects of skills, and aspects of attitude. Based on the two theories above, it can be concluded that in the 21st century today it is necessary to develop metacognition that relates between dimensions of knowledge, skills and attitudes and character. So that the development of metacognition is required to optimize the balance between these dimensions.

Life Skill Dimensions in Physical Education

Skill life relates to holistic development students begin in the phase of childhood period (as early as possible) including in the school environment. The teacher equips students with the knowledge, skills, and values that help them achieve self-skills in life (intellectual, physical, personal, emotional and social potential). Subjects encourage students to obtain and train life skills so that they can help them become active, independent, and responsible people in society. The purpose of life skill is to teach

leaner social skills. The curriculum will be prepared by students for real-life situations. Engagement with the topic will help students to build positive values, change misunderstandings about life and life problems to encourage students to lead meaningful lives. Physical education itself is an activity that involves cognitive, psychomotor, and affective elements (Burhaein, 2017: p.59). This component is the minimum standard of physical activity achievement in school.

However, if discussed again the dimensions of life skills that are integrated with physical education, sports and health are divided into 4 domains, namely cognitive, psychomotor, effective, and fit and healthy behavior (Himberg, et.al., 2003: p.105).



Picture 2. Four domains of Physical Education
(Himberg, etc., 2003: p.105)

Unified Sport Soccer

Rector (2013: p.6) in the Special Olympic Unified Sports guidebook explains that unified sports are an inclusion program which combines individuals with disabilities (athletes) with individual non-disabilities (partners) in sports that are team-based for training and competition. Athletes and partners besides playing sporting games have a full and integral role with the goal of the unified sports team. Unified sports creates a unique team composition and provides new experiences that are not found in other sports. This experience creates an inclusive culture and fosters understanding in schools and society. The goal of unified sports was presented by Rector (2013: p.7) including friendships, improvising children's self-esteem, and positive changes in attitudes, traits, behavior, and performance of children who experience obstacles (problems).

The types of sports included in Unified Sports Soccer are basically games that are soccer, basketball, bocce, tennis, golf, badminton and bowling (Rector, 2013: p.14). Based on the type of sport, soccer (the term in the USA) or better known as football (international term), is one of the favorite types of games in the world that can be made in the inclusion model. Referring to general unified sports Picture, Ogaora (2013: p.2) specifically explained about soccer in Unified Sports Soccer's guidebook, that the program provides opportunities for athletes and partners to train together in a team. Where for elementary and junior high school age through soccer match training, jamboree, as well as regional tournaments with the rules of reference the game is adapted from FIFA soccer regulations that are modified according to the objectives of the unified sports.

Design of Implementation for Unified Sports Soccer Programs

The design of the Unified sports soccer program refers to the standard technical instructions of the SOI (Special Olympic International) in the United States of America. The technical guidelines contain several components of game program implementation including team composition, equipment, and field matches, as well as game rules (Ogaora, 2013: p.2-3).

1. Team Composition

a. Number of Players

Players consist of 5 core players, namely: 3 athletes (intellectual disability children) and 2 partners (non-intellectual disability). Team membership is at least 5 to a

maximum of 10 players per team.

b. Athlete

Athletes come from individuals or players with disabilities, especially Intellectual Disability. Each team must have at least 3 athletes.

c. Partner

Partners from individuals with non-disabilities should be peers with the age of children with Intellectual Disability. Each team has at least 2 players.

d. Age

Age of players at the same school age level. Athletes and partners from the same age group, meaning primary school-age children with primary school age as well, middle school age with middle school age as well.

2. Equipment and Field matches

a. Area of the match field

The size of the field is 50 meters long and 35 meters wide. The minimum field size is 40 meters and 30 meters long.

b. Goalie box size

The area of the goal area of each team is 12 meters long and 8 meters long.

c. Goal Size

The goalpost has a rectangular shape. The size of the goalpost used is 4 meters long and 2 meters wide.

d. Ball size

The size of the ball needs to be adjusted to the physical equality of intellectual disability children with non-intellectual disability children. The use of balls in kindergarten/elementary/junior high school age children uses a ball size 4.

3. Rules of the match

a. Game length

The duration of the game is elementary/middle school children playing for 15 minutes dirty time (2x 7.5 minutes), with a maximum halftime break of 5 minutes.

b. Start of play

The start of the game, the ball must be kicked forward from the midpoint area before being touched by other players. The initial kicker cannot immediately touch the ball again.

c. Substitutions

Substitution, substitution uses an unlimited system (players can return to the match field even though they have been replaced).

d. Kick-ins

The kick in happens when the ball has come out of the line area of the goalpost, kick-ins are kicked without a corner kick. The kick is done with a distance of 5 meters from the goalpost line.

e. Throw-ins

Throwing the ball in, on the game, there are no throw-ins replaced with kick-ins on the sideline.

f. Slide tackling

The unified sports soccer player here is not permitted to do slide tackling because it is considered a violation subject to free kick of the opposing player.

g. Goalkeeper

Goalkeeper, a goalkeeper can be from athletes or partners. Goalkeepers are not

allowed to kick-ins. Goalkeepers are not allowed to pass using legs, so passing the ball to teammates uses their hands.

h. Shooting and Passing

The role of the athlete (intellectual disability child) must be dominant because the shooting of the ball is performed by the athlete. The task of a partner, to feed the athlete (intellectual disability children).

Effect of Unified Sports Soccer Program As A Life Skill Implementation

As has been explained that intellectual disability children have physiological and psychic characteristics characterized by limitations of intelligence, social, and other mental functions. Unified sports soccer program as a form of soccer sports game activity has a good function as a physical and psychological activity for intellectual disability children. The use of Unified Soccer is deemed necessary for the effectiveness of the behavioral changes of the children with intellectual disability.

Regarding the establishment of 21st Century education life skills, unified sports soccer can be used as an implementation program. This is evidenced by the unified sport program studies including:

1. Ozer, et al. (2012: p.229-239) concluded that the unified sports program provides a positive influence on the psychosocial (behavior, friendship activity, and adjective) of children with intellectual and development disability through experimental research conducted by their team.
2. Bota, et al. (2014: p.21-26) concluded that unified as a social inclusion factor in the school community for young people with intellectual and development disability.
3. Alruwaih (2015: p.436-441) concluded that soccer unified programs on adaptive behavior for children with Intellectual Disability.
4. Wilski, etc. (2012: p.271-279) concluded that sports programs on the personal development of participants in unified sports teams provide positive support for the functioning of the human body: physical, mental, and social.

Based on the above research, it was concluded that unified sports, especially soccer, had a positive impact on life skills indicated by the influence on behavior, friendship activity, adjective, inclusive of social factors, adaptive programs, and development of mentally disabled children. The success of a unified sports soccer program refers to the concept of successful treatment of intellectual disability children. Valle, Kelley, and Seoanes (2001: p.40) stated that success occurs through diagnosis and assessment as well as the accuracy of treatment to form a component of life skills in intellectual disability children.

Conclusion

Life skill formation programs can be provided in the form of sports games, one of which is based on a unified sports soccer program. the unified program has characteristics, namely Intellectual Disability, and non-intellectual disability activities as partners in the team, with intellectual disability assignments as goal scorers and non-intellectual disability as feeders. this program gives the intellectual disability side of self-exploration to increase self-confidence after being able to score goals, as well as for partners to raise a sense of trust in friends (Intellectual Disability). so that through the unified sports soccer program, a positive character is formed from each child, both intellectual disability and normal children in general. based on expert research, it is known that the unified sports soccer program has a positive impact on behavior, friendship activity, adjective, inclusive of social factors, adaptive programs, and individual development on Intellectual Disability. therefore, the formation of life skills based on unified sports soccer programs is suitable for use on intellectual disability as the implementation of 21st-century physical education.

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