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Lesson Card-Based Ideas in Developing the Movement Potential of Deaf Students at Cicendo State High School

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ABSTRACT	ARTICLE INFO
<p>The primary aim of this study was to examine the implementation process of adaptive physical education learning and to explore how teachers develop the motor skills required by students at SLB Negeri Cicendo. The study employed a descriptive exploratory method, with data collected through structured interviews. The participants in this research were PJOK (Physical Education, Sports, and Health) teachers. Data analysis was conducted using the following stages: data display, data reduction, and data interpretation. The findings of the study revealed that the physical education learning process at SLB Negeri Cicendo mirrors that of regular schools, albeit with added complexity. This is due to the need for teachers to remain actively engaged in capturing and maintaining students' attention. Moreover, the delivery of instructional materials often requires approximately three repetitions, as children with hearing impairments have more difficulty grasping the material compared to their peers in mainstream education. The use of picture cards was recommended as an effective tool to capture students' attention, reduce the need for excessive repetition, and enhance motor skill development. These cards serve as a medium for integrating games into the learning process, making it more interactive and engaging for students.</p> <p>© 2023 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: <i>Submitted/Received 27 Jul 2023</i> <i>First Revised 21 Aug 2023</i> <i>Accepted 25 Sep 2023</i> <i>First Available online 28 Sep 2023</i> <i>Publication Date 01 Oct 2023</i></p> <hr/> <p>Keyword: <i>deaf student,</i> <i>development of potential,</i> <i>lesson card,</i> <i>picture card</i></p>

1. INTRODUCTION

In the current era of globalization, the world of education in Indonesia is growing rapidly with the increasing prevalence of schools that have sprung up in almost every region in Indonesia. The rise of schools established by the government and the private sector in Indonesia indeed aims to eradicate ignorance in this country and to be able to educate the life of the nation (Salim, 2014). Because without education we will be blind to everything. Education has an important role in human life. Without us realizing it, education is closely related to human activities. Through education, humans have knowledge and skills that can help improve the quality of life both individually and in society (Pea, 2018).

There are so many subjects in education in Indonesia that are given by schools that aim to achieve educational goals in general. One of the subjects given is physical education. Physical education provided at school provides wide opportunities for students to gain learning experience through physical activities (Lengkana & Sofa, 2017). Although physical education is often seen as a complementary subject in the school curriculum. But in the current era of the industrial revolution 4.0, every teacher must have soft skills. For this reason, prospective educators must continue to improve their competence and see challenges as opportunities. Whether or not the goal of physical education learning is achieved is highly determined by the quality of the teacher himself. Physical education is a phase of the overall education program that intends to develop Indonesia as a whole, healthy in birth and mind, including (Ngang et al., 2015).

Currently, physical education is not only available in formal schools in general, but there is also physical education for children with special needs, which is commonly called adaptive services. Children with special needs are children who experience disorders in the form of physical, mental, social, and all three (Benesová, 1990). According to (Humphries et al., 2012) "ABK can be grouped according to their disabilities that they experience, including: visually impaired, deaf, visually impaired, visually impaired, deaf, learning difficulties, behavioral disorders, gifted children, children with health problems". One of the types of disabilities that exists, researchers choose deaf children to be used as a study. Children with purple ears are those who have lost their hearing ability, either partially or completely due to damage to their hearing organs.

Based on the observation experience conducted by the researcher during adaptive learning at SLB BC YPLAB Journalists, deaf students seem to be less enthusiastic when receiving learning, either because of poor communication between teachers and students or because of less interesting learning media (Nordin et al., 2013). According to (Rois & Astina, 2018), One of the characteristics of deaf children is that their attention is more difficult to divert caused by the lack of language skills in deaf children, because deaf children learn more from what they see rather than from what they hear. If the problem is considered trivial and left alone, it will become a very fatal problem. A teacher must design a form of learning that is appropriate to the student's disability, so that students with disabilities can be actively involved in physical education teaching and learning activities. Therefore, there is a need for learning media that.

In adaptive penjas learning, the most important thing for communication between teachers and students is the use of sign language. This is in accordance with the following journal citation. "Deaf children use vision as a very important tool. He probably thinks in terms of pictures and simpbols, not words" Berges (1969).

In addition to sign language that teachers must know and learn, teachers must also know other problems experienced by deaf students, one of which is movement problems. This is the task of a teacher to develop or explore the potential that children should have,

namely the potential for movement. Movement is an important part of daily life because learning movement is considered as important as learning to read. Then what mobility problems are experienced by deaf students? Which should be developed by the teacher as a potential deaf student (Cawthon, 2009).

There are several motor skill issues experienced by deaf students that they should be able to learn to develop the potential they have. From several sources found by researchers, there are several skills that affect their delay in developing motor potential (Hartman et al., 2011). According to (Gursel, 2014), "The developmental delays often found in deaf children include catching, kicking, jumping, and hopping skills. Moreover, balance is found to be a contributing factor to the delay." Meanwhile, according to Berges (1969), some activities that need to be emphasized for deaf students are "Activities that enhance body balance, coordination, and control." Based on the two journal quotes above, it can be concluded that some skills that can hinder the motor potential of deaf students should always be emphasized by physical education teachers in learning so that the motor potential they should have can be useful for their future.

Based on the aforementioned issues, the researcher is interested in conducting a study to develop the potential of students, specifically referring to motor skills development through the use of teaching cards. The problem requires a concrete action and an effective method from the teacher as a solution. One method that can be used for adaptive students is the use of teaching cards as a tool to help develop the students' potential. Why use teaching cards to develop the motor skills of students, and why not another method?

According (Humphries et al., 2012), one of the characteristics of deaf children is that their attention is harder to divert, which is caused by their lack of language skills. This is because deaf children learn more from what they see rather than what they hear. Based on this, it is hoped that by using teaching cards, the attention of deaf students can be captured and diverted more effectively. The cards contain attractive colors and images that invite the students' attention, along with descriptions or explanations of the tasks that need to be performed, making it easier for the students to understand. Besides capturing the students' attention, the use of teaching cards can also improve communication between teachers and students. Since deaf children have barriers in verbal communication, both expressively (speaking) and receptively (understanding others' speech), they rely more on their sense of sight to receive external stimuli compared to their sense of hearing.

Thus, the core of the problem that the researcher aims to address in this study is to try to develop the potential possessed by the students, which in this research includes the motor skills of the students. This is because several sources found by the researcher indicate that deaf children have problems with basic motor skills, such as balance and coordination. The function of the teaching cards here is to divert their attention, one of the characteristics of deaf children is that their attention is harder to divert, which is caused by their lack of language skills. This is because deaf children learn more from what they see rather than what they hear. It is hoped that through the teaching cards, which contain attractive colors and images and also descriptions, the students can easily understand the purpose of the tasks contained within the cards. With the use of teaching cards, it is expected that the students can develop the potential within themselves, especially in basic motor skills, because these skills are needed for a lifetime (Khairun Nisa et al., 2018).

Based on the above exposition, the author is interested in conducting research on "A Descriptive Study: Physical Education Teaching and Lesson Card-Based Analysis for the Development of Potential in Deaf Students at SLB Negeri Cicendo."

2. METHODS

This research employs a descriptive exploratory research method. Descriptive research conducts analysis only up to the level of description, analyzing and presenting data systematically to make it easier to understand and conclude. Exploratory research aims to uncover the causes of certain phenomena. Exploratory research also seeks to uncover new knowledge to understand a problem that is occurring or could occur. The purpose of descriptive exploratory research is to describe the state of a phenomenon. In this research, the aim is not to test a specific hypothesis but to describe the nature of a variable, phenomenon, or condition as it is.

POPULATION

The participants in this research are teachers at SLB Negeri Cicendo in Bandung, and the research subjects from this population who will be selected as the research sample are the physical education teachers at SLB Negeri Cicendo in Bandung.

DESIGN OR DATA ANALYSIS

The data collection method used by the author in this research is structured interviews. Structured interviews are a data collection technique used in research when the researcher or data collector has known exactly what information they want to obtain. In structured interviews, data collectors have research instruments in the form of written questions that have been prepared, with predetermined answer options. This approach allows researchers to obtain more specific and focused information according to the research objectives. The data collected is then analyzed through the process of appearance, reduction, and interpretation of the data to produce a deeper understanding of the phenomenon being studied. Therefore, when conducting interviews, the data collector has prepared a research instrument in the form of written questions, with alternative answers already prepared.

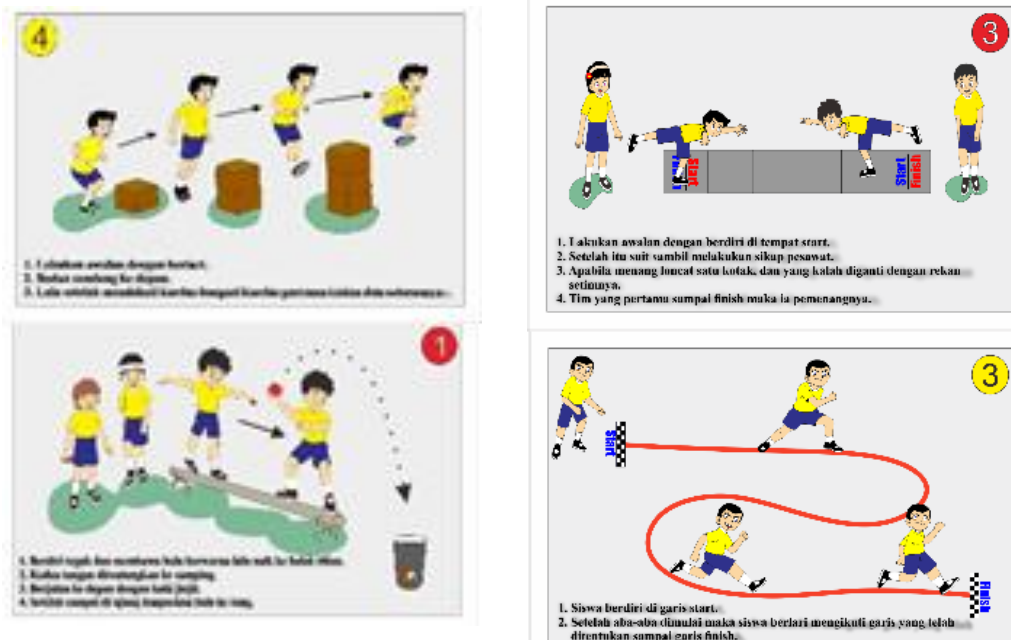
3. RESULTS

Teaching at SLB Negeri Cicendo encourages students to be independent by not instructing them to change clothes and go to the field. During the implementation, teachers always repeat instructions 3 times or more to ensure that students truly understand. Teachers also encourage students to communicate so that they do not feel isolated. Teachers often use sign language for communication, but sometimes they also combine sign language with lip-reading. At the end of the lesson, teachers always provide an evaluation of the learning and frequently ask students about the correct and incorrect movements. The principal of SLB Negeri Cicendo directly explained that sign language is very important in communication between teachers and deaf students. Teachers must know and use sign language to explain movement instructions, ensuring that students can understand and participate in the learning process. According to several sources, deaf students often experience delays in developing basic motor skills such as catching, kicking, jumping, and hopping, as well as balance. This becomes our focus to develop their motor potential.

In developing motor skills, teachers only apply learning through games that are directed towards the core material, and to train students' balance, teachers use balance beams. However, currently, the equipment is broken and has not been repaired. In this research, the author recommends the use of lesson cards/picture cards, one of the functions of which is that picture cards are a visual medium suitable for use as a learning tool for deaf students who rely on their vision. Picture cards can also be used as a means to divert their attention. Because one of the characteristics of deaf children is that their attention is hard to divert,

teaching cards can capture students' attention due to the use of attractive images and colors. This helps students understand the tasks given and develops communication between teachers and students. In addition, teaching cards can be used to develop their basic motor skills. And picture cards can also be used as a means of communication between teachers and students. Here are some forms of picture cards that the author makes:

Figure 1. Lesson and Picture card.



From the results presented, this research identifies several motor skills that pose challenges for deaf students, such as balance, coordination, catching, kicking, jumping, and hopping. The study also emphasizes the importance of using sign language in physical education for deaf students. We can refer to several theories relevant to physical education and the learning of students with disabilities:

1. Visual Learning Theory

Given that deaf students learn primarily through vision, this theory becomes relevant. Visual learning theory emphasizes the importance of visual media in the learning process, which aligns with the use of teaching cards containing attractive images and colors.

2. Multimodal Theory

This theory states that learning is most effective when using a combination of different sensory modalities. In the case of deaf students, the use of sign language and teaching cards combines visual and motor modalities.

3. Differentiated Instruction Theory

This theory teaches that every student has a different learning style and that educators must adapt learning strategies to meet individual needs. This study shows the application of this theory with the use of teaching cards that are tailored to the needs of deaf students.

4. Inclusive Theory

The inclusive theory emphasizes the importance of education that includes all students, including those with disabilities. This study shows efforts to include deaf students in physical education with adapted strategies.

5. Zone of Proximal Development (ZPD)

Theory According to this theory, learning is most effective when students are given tasks that match their abilities. The teaching cards used in this study help teachers to adjust their assignments to the ZPD of deaf students.

This research provides empirical evidence that supports several scientific theories related to physical education and the learning of students with hearing disabilities. By combining the research findings with these theories, we can gain a deeper understanding of how adaptive physical education can be optimized for deaf students.

4. DISCUSSION

In this discussion, the research presented provides a comprehensive understanding of the importance of adaptive physical education, especially in the context of students with hearing disabilities (deaf). The approach taken in this study shows that the use of sign language and lesson cards is a key element in facilitating communication and motor learning. The findings show that deaf students often experience challenges in developing basic motor skills such as catching, kicking, jumping, and balance. Therefore, the use of lesson cards that use attractive images and colors can help distract students and facilitate understanding of movement instructions.

This research also emphasizes the importance of creative and innovative teachers in designing learning that is responsive to the needs of deaf students. Teachers at SLB Negeri Cicendo are required to repeat instructions regularly to ensure student understanding, which shows that the learning approaches required for deaf students are more complex than those used for students in general. It emphasizes the importance of an inclusive and differential approach to physical education, which takes into account individual differences and the specific needs of students.

Based on the content of the article presented, the related discussion can focus on some important aspects addressed by this research. Here are some discussion points that may be relevant:

- A. This article emphasizes the importance of adaptive physical education, especially for students with hearing disabilities (deaf). Physical education is considered equally important as academic education because motor skills are a core part of daily life.
- B. This study noted that deaf students have certain characteristics that affect their learning process, including difficulty in distracting attention and dependence on vision for learning. This indicates the need for adapted learning strategies.
- C. Research recommends the use of teaching cards as a learning aid to distract deaf students and improve their understanding of movement instruction. These cards can facilitate communication between teachers and students and help students develop movement skills.
- D. The research identified several motor skills that are challenging for deaf students, such as catching, kicking, jumping, and hopping, as well as balance. This indicates areas that need emphasis in learning.
- E. Teachers at SLB Negeri Cicendo are required to be more creative and innovative in their learning approach, including the use of sign language and repetition of material to ensure student understanding.
- F. This research provides practical recommendations for teachers to develop students' movement potential through the use of picture cards and interesting games.

- G. This research shows that an adapted learning approach is necessary for deaf students, with a deep understanding of their specific needs. The implication of this study is the importance of inclusive and responsive learning design to the needs of students with disabilities.

Sign language is the primary communication tool between teachers and deaf students. Teachers at SLB Negeri Cicendo are required to master sign language to explain movement instructions and ensure students can understand and participate in the learning process. Teachers must repeat instructions at least three or more times to ensure students truly understand. This is because deaf students often have difficulty understanding the material than children in general. Picture cards or lesson cards are an effective visual learning tool for deaf students. These cards use attractive images and colors to capture students' attention and make it easier for them to understand the assigned task. Teachers at SLB Negeri Cicendo are required to be more creative and innovative in their learning approach. This includes developing engaging games and using innovative learning aids to improve students' motor skills.

5. CONCLUSION

The conclusion of this study indicates that the physical education teaching process in SLB (Special Schools) is fundamentally similar to that in regular schools, particularly because, in terms of physical capabilities, children with hearing impairments are comparable to their peers without disabilities. However, due to the challenges associated with hearing loss, these students require more frequent repetition during the delivery of instructional material to fully comprehend the content. Additionally, in fostering students' movement potential, teachers often employ game-based learning strategies as a preliminary activity before introducing the core material, thus creating an engaging and supportive learning environment.

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