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## Application of Values Sports Through Game Traditional for Students Necessary Specifically

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### Abstract

The aim of this community service activity is to introduce and apply the sports values contained in traditional games to students with special needs. The implementation method used is a demonstration with 5 stages, namely (1) planning, (2) screening, (3) implementation, (4) evaluation, (5) reporting. The result of this activity is that students with special needs are enthusiastic about playing traditional games. The participants carried out every instruction given. So, you don't feel burdened when doing physical activity. The game for mentally retarded students is dakon, this game is used to train students' sense of touch and memory. For deaf and speech impaired students there are Bakian games, rope stilts and beam running, this aims to build solidarity through communication and train coordination of body parts. The games of snakes and ladders and jumping rope are applied to mentally retarded students, so that mentally retarded students are able to train their sense of trust and ultimately be able to socialize with the people around them. Meanwhile, students with physical impairments are introduced to simple educational games, namely sticks and srempong. And autistic students are given traditional games that honor their imagination. Traditional games are full of sporting values, such as: sportsmanship, respect, cooperation, responsibility, honesty, caring for the rules, ability to overcome problems, understanding, interacting with other people, fair play, sharing, self-respect. So, it can be concluded that traditional game activities can be used as a medium to apply sports values to students with special needs. Because they do it willingly and without any coercion.

**Keywords:** sports values, traditional games, students with special needs

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### INTRODUCTION

Extraordinary school is an educational institution that provides excellent service for students with special needs in the learning (Siregar, 2019).process Appropriate with the 1945 Constitution article 31 that " Every citizens have the right get an education" (Andarwati & Amrullah, 2016).One of them that is Ungaran State Special School (SLB) located in West Ungaran District, Semarang Regency which has 21 teachers teaching 33 groups learn (Ullip Utrofin, n.d.).Every student will get all existing subjects, including Physical Education. Implementation of physical education learning is able to create effective, efficient and enjoyable learning conditions. Besides that can also improve success student in reach objective study, as well develop the potential it has, is good from facet cognitive, affective and psychomotor(Didik Rilastiyo Budi dan Arfin Deri Listiandi, 2021).

Students with special needs are children who grow and develop with various differences from children in general. There are more than 200 students with special needs at Ungaran State Special School who have different characteristics and need special services tailored to their abilities and characteristics. In general, they have physical, emotional, mental and intellectual disorders, both at various levels limitations nor excess(Ovelia Candra Pertiwi, 2021).

Basically every child loves to play, including Wahy Ungaran State Special School students. Through physical activity, namely playing, they are able to channel their considerable energy. Apart from that, it is also an event get experience new ever found Previous (Wahyuni & Azizah, 2020).Games traditional as activity Physical education can be used by Ungaran State SLB teachers to optimize growth and development both intellectually, socially and in forming children's character. Many contained value inside it including education character (Hanief & Sugito, 2015).Character education is very much

needed child need special so they can independent and disciplined so that No depend on others in undergo his life as well as capable socialize and communicate with the people around him(Darmawati & Indriawati, 2021).

The noble values contained in sports games include: cooperation, communication, respecting rules, solving problems, understanding, building relationships with other people, leadership, respecting other people, hard work, strategies for winning, strategies for losing, how to organize matches, playing honesty, sharing, self-respect, trust, tolerance, joy and tenacity, teamwork, discipline and sportsmanship. These sports values will not be embedded in the souls and hearts of students if they are not implemented in life real (Pradipta, 2015).however values the Not yet can applied optimally by students need special because they face various related problems with its specificity (Abdullah & Nandiyah, 2013).Therefore That need exists activity service aimed at students with special needs through fun traditional game activities, so that they can apply sports values that they can use in their daily lives. It is also hoped that this activity can help students with special needs to be more independent and able to socialize and collaborate with the general public.

## **METHOD**

Activity held on August 31 2023 at the School Ungaran State Extraordinary located on Jl. Kyai Sono No. 1B, Ungaran, Genuk, District. Ungaran Bar., Semarang Regency, Central Java 50512. Form activities performed is play game traditional. That matter aim For introduce at a time For apply values sports contained within game traditional tod student need special. Participant in activity This consisting of 100 people from blind students, speech impaired students, hearing impaired people, mentally disabled students, and students autistic.

Various alternatives game traditionally given has customized with characteristics from each student. Game For student mentally disabled that is dakon, game This used For practice senses touch and power remember student. In students deaf and speech impaired there is game Bakian, stilts rope and run beam, hali This aim for intertwine compactness through communication as well as practice coordination member body. Game snakes and ladders and jump rope applied to students mentally retarded, so student tungrahita capable practice trust and finally can socialize with existing people surrounding. Meanwhile for students quadriplegic introduced game educative simple that is stick and smash. And share student autistic given game traditional sharpening imagination they.

Implementation activity devotion This use method demonstration with 5 stages namely, namely 1) planning, namely collaborate with partners, (2) screening i.e ensure the duties of each servant, (3) implementation, namely stage implementation activity (4) evaluation, namely stage evaluation qualitative use results measurement from tests and information evaluation For determine mark from activity devotion this, and (5) reporting is stage reporting results activity.

## **RESULTS AND DISCUSSION**

Results and discussion section containing about explanation results analysis related question devotion. Every results devotion must discussed. Discussion containing about results and comparisons with theory and/ or results devotion kind.

Activity judgement This starts at 09.00 – 13.00 WIB. Beginning with wheeled together, then next with introduction game traditional by the team servant.

Game traditional is one of the media for apply values sports for student need special. Through fun game they No feel burdened For do it.

Ungaran State Special School is one of facilitating school student need special. Where there is student blind, deaf, speech impaired, mentally retarded, physically disabled, and autistic. Based on that's so devotion choose game appropriate traditional with need student. Game For student mentally disabled that is dakon, game This used For practice senses touch and power remember student. In students deaf and speech impaired there is game Bakian, stilts rope and run beam, hali This aim for intertwine compactness through communication as well as practice coordination member body. Game snakes and ladders and jump rope applied to students mentally retarded, so student tungrahita capable practice trust and finally can socialize with existing people surrounding. Meanwhile for students quadriplegic introduced game educative simple that is stick and smash. And share student autistic given game traditional sharpening imagination they.

Game traditional loaded with values sports, such as : sportsmanship, respect, cooperation,



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