

Analysis of Friendship Activity and Adjective Measurement Implementation for Children with Intellectual Disability in Unified Sports

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Abstract

The purpose of this study is to analyze the needs of trainers about the measurement instruments of friendship activity and adjective in the child intellectual disability in unified sports based on the implementation and condition of instrument availability. The analysis of the measurement conditions of friendship and activity in the children's learning process is designed in depth. The total of 18 subjects consisted of 15 trainers, 1 head of psychology laboratory, 1 head of the special education laboratory or Pendidikan Luar Biasa (PLB) laboratory, and 1 representative of SOIna Development and Sports section. Data collection was obtained through interviews of trainers related to the measurement of related laboratory and PLB related to instrument availability. The Data analysis was conducted qualitatively by collecting various of the data related to the measurement of friendship activity and adjective, then reducing it so that the conclusion about the result of the trainer's need related to the measurement instrument of friendship activity and an adjective to the child's mental retardation in unified sports. The result of the interview shows that the measurement of friendship and activity of the trainer through observation without a valid and reliable instrument. On the other hand, the trainer realizes the importance of an instrument in measurement. The result of confirmation to Head of the Laboratory of Psychology, Head of Laboratory of Psychology, Head of Laboratory of Psychology, Head of Laboratory of Psychology. Based on these results it can be the instrument of friendship activity and adjective in the child intellectual disability in unified sports.

Keywords: friendship activity, intellectual disability, unified sports

Introduction

Sports is a series of physical and psychological activities that can maintain or improve the quality of one's health. The development of sports activities in Indonesia today has led to adaptive sports is a sport that is destined for children with special needs one of the intellectual disability. intellectual disability children is a state of children with intelligence (IQ) below 70 who also has limitations on mental development, adjustment, and social (Kauffman & Hallahan, 2011: 176). The purpose of sport covers all aspects including one of them is a psychosocial aspect. The development of the psychosocial aspect of the child in intellectual disability can be seen in the activity of friendship or known as friendship activity. Friendship activities child intellectual disability basically has a good value (positive) and less good (negative) as a child in general. The statement is in line with the results of Martin & Smith's (2002: 478) and Weiss & Smith (2002: 427) research that friendship activity in children with disabilities generally includes both positive and negative aspects. One activity that can have a positive effect on friendship activity in children with intellectual disability is unified sports.

The development of the world's lightest sports intellectual disability category is accommodated by SOI (Special Olympic International) based in America, then enter Indonesia with the formation of SOIna (organization special Olympic Indonesia). Unified sports is a mild non-intellectual disability inclusion of the sport's inclusion of children with mild to non-intellectual disability inclusions, with two goals including changes in friendship and childhood trait in the mild category of the intellectual disability (Rector, 2013: 7). One of the objectives of skills to be developed in unified sports is friendship activity and adjective. In connection with this objective, an instrument is used to measure the friendship activity and adjective in the unified sports of the child with the intellectual disability.

According to Colton and Covert (2007: 5), Instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding. While Matondang (2009: 96) concluded in his research that an instrument is a tool that because it meets academic requirements it can be used as a tool to measure a measuring object or collect data about a variable. Assessment instruments are important in sports because as a tool used to gather information about the abilities, interests, and motivations of students or athletes to be measured, an understanding of the athlete's abilities so there needs to be validity and reliability. Kaplan and Saccuzo (2013: 10) explain that the principle of psychological measurement contains two important things, namely reliability, and validity. Test reliability refers to the accuracy, reliability, consistency, or repetition of test results, then validity refers to the meaning of the usefulness of the test results in order to be interpreted. Valid and reliable measurements provide accurate results to the measured goal (Sugiyono, 2013: 103). Measurement of something phenomena is needed in various fields, including in the field of sports. Instrument preparation begins by listing the specific objectives of the instrument that determine the objectives of the instrument and indicate the area of content to be assessed (Benson & Clark 1982: 791). Therefore a preliminary study is needed to determine the area to be developed.

The preliminary study was conducted through interviews with several coaches unified sports. Interview result found that so far to measure friendship activity and adjective in child intellectual disability, the trainer still apply observation directly at the time of activity without using special instrument valid and reliable. A valid and reliable measurement instrument is urgently needed by the trainer to measure the effectiveness of a unified sports program and plan for the program unified sports next. This condition is expected to give positive changes to the friendship activity and adjective child intellectual disability.

The literature study was carried out by researchers and obtained information that the instrument of friendship and adjectives of children with intellectual disability in the world was first developed by Siperstein (1980) in Boston USA in the form of friendship activity scale (FAS) and adjective checklist (ACL). The FAS and ACL instruments of Siperstein (1980) were re-validated by Nalbant, et.al. (2011: 523) in the Turkish version for the sport of child intellectual disability. Instrument version in Turkey by Nalbant et al. (2011) was done because to get a valid and reliable result, of course, measuring tool adapted to the characteristics of the subject in the field refers to differences in the characteristics of regional differences conditions for example in the United States is different from in Turkey. This is in accordance with the opinion of Snyder & Mitchell (2006: 3) the culture of the location affects the condition of children with disability due to 1) Culture where determining the characteristic condition of the child's special needs; 2) Each region represents the state's disability condition; 3) Everyone believes that each region has a different culture; and 4) Differences in place also found differences in general view of disability.

Based on these findings, researchers are encouraged to explore more about the conditions of measurement and availability of instruments of friendship activity and adjectives for child intellectual disability. The results of this study are expected to be input for the relevant institutions to immediately develop the instrument of friendship activity and adjective for children intellectual disability valid and reliable.

Methods

The method used in this research is qualitative and devoted to the realm of psychology. Krahn, et al. (1995) and Kidd (2002) explain that qualitative research in psychology began to be used frequently to communicate individual or group experiences, which might create resistance from the dominant group. The analysis of the measurement condition of friendship activity and adjective in the children's intellectual disability was done in depth to some informants, therefore the research design used as a case study. Jailani (2013: 48) discloses that case studies are a type of approach in research whose study of one case is intensive, profound, detailed, and comprehensive. The case study approach is essentially focused on the case. These cases can be derived from unique cases, specific contexts, emerging issues, cultural, natural, holistic, phenomena and so on. The case referred to in this study is related to the implementation of the measurement of friendship activity and adjective for the child in the intellectual disability unified sports and the availability of measurement instruments.

Informants have as many as 18 people with the criteria as a coach unified sports as much as 15 coaches unified in Yogyakarta, 1 head of the psychology laboratory at the University of Gadjah Mada (UGM), 1 head of the laboratory PLB Yogyakarta State University or *Universitas Negeri Yogyakarta* (UNY), and 1 representative of Development Section and Sport Special Olympic Indonesia (SOIna). The place of study was conducted in the Yogyakarta Special Region or *Daerah Istimewa Yogyakarta* (DIY). The selection of research sites was conducted with the consideration that DIY is still actively implementing unified sports and several times winning events both nationally and internationally.

Data collection techniques used are interviews and documentation. Interviews were conducted on informants to explore in-depth information about the condition of measuring the friendship activity and adjective on the child's intellectual disability and the availability of the instrument. While the documentation is done to review the evidence about the conditions of implementation as well as the availability of measuring instruments of friendship activity and

adjective. The data analysis was conducted qualitatively by collecting various data related to the measurement of friendship activity and adjective, then reducing it by selecting the important data needed for subsequently presented so that obtained a conclusion (Miles and Huberman, 1994: 10).

Results and Discussion

The implementation of measurement friendship activity and adjective in children with intellectual challenges in a unified sports

This section will discuss the results of interviews with coaches and Development Section and Sports SOIna related to the implementation of unified sports in Indonesia as well as the implementation of the measurement activity friendship and the adjective in children with intellectual challenges in unified sports. Here are the results of the interviews obtained from the trainer and the Development and Sports Section SOIna:

Trainer

Based on interviews conducted with the trainer obtained some information, namely:

- a. Unified sports began to be introduced in Yogyakarta in 2013 with the coaching clinic as well as socialization about unified sports against the coach. The event is organized by SOIna center. In these activities in addition to socialization, also conducted atrial unified through a game of basketball and football. In the activities coaching clinic, elected representatives of intellectual disability students from special school or *Sekolah Luar Biasa* (SLB) city with regular students high school from SMA N 3 Yogyakarta to become a test team unified sports. Then, in 2014 SOIna follow up the activity by re-organizing coaching clinic to all trainers in the Yogyakarta region. This activity is carried out simultaneously by holding a national invitation, so it is different from the previous year that only tested, in 2014 implementation is unified sports done through the game that is football unified.
- b. All coaches selected as informants in this research have followed a coaching clinic related to unified sports organized by SOIna in Yogyakarta.
- c. Implementation of unified sports implemented either through competition and non-competition. Competitive implementation has been done by the coach especially in basketball unified. Implementation is represented by students from SLB Negeri 2 Yogyakarta with students from SMP 11 Yogyakarta. In the joint team, SLB Negeri 2 Yogyakarta as the representative of Yogyakarta city team joined the SLB team Dharma Rena Ring Putra II Yogyakarta. Apart from the competition side, the implementation of unified sports is also conducted non-competition such as unified sports conducted directly in schools when there are visits from both students and from regular schools. In general, students visit the SLB to observe the characteristics of children with intellectual disability at the time of sports activities, that is when the trainer usually asks students to go directly into the activities of children, especially in exercising so that they directly understand the characteristics of children when exercising. The same thing is done when the trainer invites the children intellectual disability for sports activities outside the school, usually trainers bring children to the public field there are students from regular schools. On the occasion, the SLB trainers work with regular school coaches to combine the students of both schools in activity unified sports. The goal is to increase the motivation and social sense and self-confidence of the children's intellectual disability.

d. Inactivities unified sports, the trainer tries to equalize the child's goal so that the child's intellectual disability is not considered negative by the community, increasing the motivation of the child's intellectual disability when he feels his opponent is better. In addition, with the unified coach hopes to improve the friendship activity and adjective in the child's intellectual disability. From the aspect of children's skills, intellectual disability will be able to imitate the normal children do, otherwise, normal children can also recognize the children's intellectual disability. The existence of reciprocity between the child with the normal child intellectual disability of psychological aspects, association, and nature can show a positive influence on the friendship activity and adjective in the child's intellectual disability.

e. Measurements of friendship activity and adjective are carried out by the trainer through direct observation of the child's intellectual disability in the process of sports activities.

f. The trainer discloses the importance of an instrument in sports activities especially the unified sports in order to serve as a guide for trainers to measure the success of a program and subsequent program planning.

Trainers are in dire need of instruments for measuring friendship activity and adjectives for child intellectual disability in unified sports.

Section of Development and Sports SOIna

Interview conducted on the SOIna especially the development and sports with the aim of confirming the truth of information obtained from the trainers unified sports in Yogyakarta. The results of interviews on the development and sports section of SOIna are as follows:

a. Unified sports is a development of traditional sports that combine the athletes Special Olympic with non-Special Olympic. Unified principally strives to develop the potential of physical, mental and social persons with physical, physical, and mental health through sports activities combined with normal children.

b. Talking about unified should be seen not the competition but the training process. The process of training becomes a turning point in the development of skills in the child's intellectual disability. Seeing such conditions, of course, the training process needs to be considered such as arranging to whom the coach will cooperate, the form of cooperation, the purpose of cooperation and cooperation process. In addition to the rules, in Special Olympic there should be a provision that when the child's training process has seen an improvement in his ability then no longer be included in the same team but try to be included in a team with a higher level with the aim to improve the ability of athletes intellectual disability.

c. Related to the psychosocial aspect, Special Olympic so far has never done the measurement using the instrument. Measurements are made using direct observation in the training process and the match. Based on the information, Special Olympic is trying to develop a psychological approach in sports activities intellectual disability one of them to determine the level of athlete's stress before the game, analyze the factors causing it to further find the right solution to overcome them. How to measure the level of athlete stress is done through observation of the habits they do before the game like listening to music, playing games, or playing with the things he likes.

d. SOIna asserted that they do not yet have a valid and reliable instrument for measuring the friendship activity and adjectives for children with intellectual disability in unified sports.

e. SOIna reveals the importance of an instrument in measurement so that they strongly support the development of measuring instruments of friendship activity and adjectives for

child intellectual disability in unified sports that are expected to be used by all trainers unified.

Based on the results of interviews conducted on trainers and representatives SOIna can be concluded that the implementation of unified sports in Yogyakarta is done by combining between children who have intellectual barriers with normal children in the training process both competition and non-competition. The statement is in accordance with the Rector's opinion (2013); Townsend (2007); Valkova (1998), which explains that the unified sports an inclusion program which combines individual disabilities (athletes) with individual non-disability (partners) on sports are good teams for training and competition that positively affect social acceptance between children with and without disabilities intellectual so as to increase social behavior.

The goals expressed by the trainer are consistent with the seven goals unified sports expressed by Siperstein, et al (2001: 3) as follows:

- a. Provide Athlete challenge (with and without intellectual disability) to improve their ability together.
- b. Provide valuable opportunities through sports for individuals with intellectual disabilities who have not been involved with the Special Olympic; especially those with mild category intellectual disabilities and people in certain communities who do not have enough athletes to do group work.
- c. Prepare athletes with high-level skills to participate in school or sports communities.
- d. Increase public awareness of the spirit and skills of individuals with intellectual disabilities.
- e. Enables the Special Olympic athlete to participate as a team member or as a coach of a team unified sports.
- f. Enable athletes to develop friendships and understanding their individual abilities through the spirit of team equality and unity.
- g. Increase the self-esteem of each athlete.

Based on the results of interviews with trainers, so far the coach has realized that friendship activity and adjective are aspects that have changed in the process of activities unified sports. The opinion is in line with the results of research Ozer et al. (2012: 229), which explains that the program unified sports soccer provides a positive influence on the psychosocial whom behavior, activity, friendship, and nature in children with and without intellectual disabilities. Also supported by the results of Sullivan and Glidden (2014: 375) which concluded in his research that unified sports change certain attitudes as a result of interventions with cognitive, effective, and component behavior.

Description of the condition of measurement instrument availability

In order to measure the extent to which activities unified sports can have a positive effect on changes in friendship activity and adjectives in the child's intellectual disability, an instrument is required. This statement is in line with the opinion of Firdaos (2016: 377) who said that the instrument plays a very important role in determining the quality of a measurement. An instrument is said to be good if valid and reliable. This statement is in accordance with the opinion of Kothari (2004); Kimberlin & Winterstein (2008) who explained that the main indicator of the quality of measuring instruments is the validity, reliability. Validity refers to the degree to which a test measures what we really want to measure. Reliability/reliability

with respect to the accuracy and accuracy of measurement procedures. Practicality related to various economic factors, comfort, and interpretation of

Search related to the availability of the instrument is done to the psychology lab that is deemed competent and has a correlation with the psychosocial and laboratory aspects of PLB who are competent in the field of child intellectual disability. The results of interviews to the head of a psychology laboratory obtained information that during this time development of measurement instruments for children with special needs has never been done so that they do not have a special instrument about friendship activity and adjective in children intellectual disability. While the results of interviews to the head of the lab PLB obtained information that In the world of the most frequently used instruments such as WISC, Raven (SPM and CPM) tests used to measure intelligence or intelligence of children. There are two subtests in Weschler that are performance and verbal. He revealed that so far there has been no instrument developed to measure psychosocial skills, especially friendship activity and adjective in children with intellectual disability.

Based on these conditions can be seen the gap between the needs of the field with the availability of measurement instruments. Thus it can be concluded the importance of the development of measuring instruments of friendship activity and adjective in order to facilitate the trainer in measuring program effectiveness and follow-up plan.

Conclusions

Based on the results obtained can be concluded that Unified Sports gives a positive influence on changes in friendship activity and an adjective but appropriate measurement is necessary. A measurement is said to be good if it has a valid and reliable instrument. So far the form of measurement of friendship activity and adjective for child intellectual disability in unified sports is done through direct observation without any valid and reliable guidelines. The trainer feels the importance of a measurement instrument to measure the success of a program so that the trainer desperately needs the availability of the instrument of friendship activity and the adjective. The results of interviews with the head of the psychology laboratory and the head of the PLB laboratory revealed a fact about the unavailability of measuring instruments of friendship activity and adjective for the child's intellectual disability. It can be concluded that there is a gap between the needs of the trainer and the availability of instruments in the field so that an instrument required friendship activity and adjective for intellectual disability children in unified sports.

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Conflict of Interest

The authors have not declared any conflicts of interest.

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