

# THE LEARNING OF BOWLING SPORT FOR STUDENTS WITH VISUAL IMPAIRMENT IN SLB-A FAJAR HARAPAN MARTAPURA

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## Abstract

SLB-A Fajar Harapan is one of the schools that has conducted a bowling learning for students with visual impairment. Limitations of human resources and infrastructures do not become an obstacle to the implementation of the learning of bowling sport in SLB-A Fajar Harapan, it is done as an effort to make students with visual impairment can participate in bowling match both national and international championships. Based on the phenomenon, this research aims to describe the learning of bowling sport for student with visual impairment in SLB-A Fajar Harapan Martapura. The approach used in this research is qualitative approach with descriptive research type. The main data source in this research is sport teacher in SLB-A Fajar Harapan Martapura, and supporting data source that is principal and students with visual impairment. Data collection techniques in this research are interviews, observation, and documentation. Data analysis techniques are done simultaneously and back and forth. The result of the research shows that learning of bowling sport is preceded by planning in which teachers carry out assessment, arranging syllabus and preparing facilities and infrastructure needed in learning of bowling sport through the utilization of environment as learning resource. Implementation of the learning of bowling sport is done with various modifications, among others, modification of infrastructure, modification of rules of play, and modification of time adjusted to the conditions and needs of students with visual impairment who are in fact experiencing obstacles in sight. In addition to limited infrastructure, human resources in this case sports teachers also become obstacles in bowling sport learning. However, such obstacles can be overcome by the use of the environment as a learning resource also establish cooperation with various parties to obtain information related to the learning of bowling sport.

**Keywords:** bowling sport, students with visual impairment

## A. INTRODUCTION

### 1. Background

Visual impairment directly affects the quality of motion and motor perceptual ability since a person with visual impairment is unable to perceive visual stimuli normally. Generate positive attitude and motivation to keep active participation in accordance with its ability. People with visual impairment should be physically and mentally better than general vision. One is through sports.

Sports in the modern era now plays an important role in maintaining health and improving the quality of movement in humans. Sports can be done anytime and anywhere according to existing developments and the more sophisticated equipment available. Sports can be done as intended, for example sport for recreation, sports in the process of education or sport for achievement. Sports activities modified according to the needs, type of abnormalities and the level of ability of children with special needs is one of the most important factors in the success of education for children with special needs, namely the education of adaptive sports.

Adaptive sport education for someone with visual impairment is very important. The exercise can help a person with visual impairment to improve his motor skills. Implementing adaptive physical education learning must be modified in such a way, adapted to a person's condition with visual impairment. To improve one's resistance with visual impairment, it can be given a fun sport of bowling that has been modified.

Bowling is one of the sports that was once enjoyed by people who can see but now bowling sports can also be enjoyed by special needs students including students with visual impairment through adaptive sport education learning. At present, bowling is one of the sport's most contested sports competitions for children with special needs at both national and international

levels, from Asean Paralympic Games, Asia Paralympic Games and Paralympic Games. Thus, bowling is being taught to students with visual impairment in school.

SLB-A Fajar Harapan Martapura is one of the schools that has been implementing bowling sport learning for students with visual impairment, it is interesting because the objective conditions in the field indicate that the school is not yet available the facilities and infrastructure of the sport of bowling, besides sports teachers who have no background education both sports education and special education. Thus, researchers are interested to study and describe the learning of bowling sport for students with visual impairment in SLB-A Fajar Harapan.

## **2. Research Focus**

Based on the background of the above problem, this study focused on the implementation of bowling sports in children with visual impairment, with the totally blind and low vision categories.

## **3. Research Question**

How to implement the learning of bowling sport on students with visual impairment in SLB-A Fajar Harapan?

## **4. Research Sub Question**

- a. How do teachers plan in the learning of bowling sport on students with visual impairment in SLB-A Fajar Harapan?
- b. How to implement the learning of bowling sport on students with visual impairment in SLB-A Fajar Harapan?
- c. What obstacles are faced by teachers and students in the learning of bowling sport in SLB-A Fajar Harapan?
- d. What efforts have been made to address the obstacles in the learning of bowling sport on students with visual impairment in SLB-A Fajar Harapan?

## **5. Research Purpose**

Every activity can always be separated from the goals that you want to achieve, as well as with this research.

### **a. General Purpose**

In general, this research aims to analyze the learning of bowling sports on students with visual impairment in SLB-A Fajar Harapan.

### **b. Specific Purpose**

Specifically, this research aims to reveal field data related to the following aspects:

- 1) The things the teacher made in the lesson plan of bowling sports on students with visual impairment in SLB-A Fajar Harapan.
- 2) The process of the learning of bowling sports on students with visual impairment in SLB-A Fajar Harapan.
- 3) Obstacles faced by teachers and students in the learning of bowling sport in SLB-A Fajar Harapan.
- 4) The effort was made to overcome obstacles in the learning of bowling sport in SLB-A Fajar Harapan.

## **6. Benefit of Research**

### **a. Theoretical benefits**

The results of this study are expected to be used as a contribution of thoughts about the implementation of adaptive physical education for students with visual impairment which in this case focus on bowling sports.

### **b. Practical Benefit**

The results of this research are expected to provide the following benefits:

#### **1) For Teachers**

As an input for teachers about the importance of individual services within certain limits in an effort to foster the success of students with visual impairment in bowling sport.

#### **2) For Students**

Improve the visibility of students with visual impairment about bowling as they follow the instruction in adaptive physical education so as to achieve the expected sports performance.

## B. RESEARCH METHODOLOGY

### 1. Approach and Type of Research

This research is done by using qualitative approach. The type of qualitative research used is descriptive research. This descriptive research is intended to study the problems occurring within society, the prevailing procedures in society, as well as the situations, views, and ongoing processes and the effects of a phenomenon. This research will describe the learning activities of bowling sport on students with visual impairment in SLB-A Fajar Harapan.

### 2. Data Source

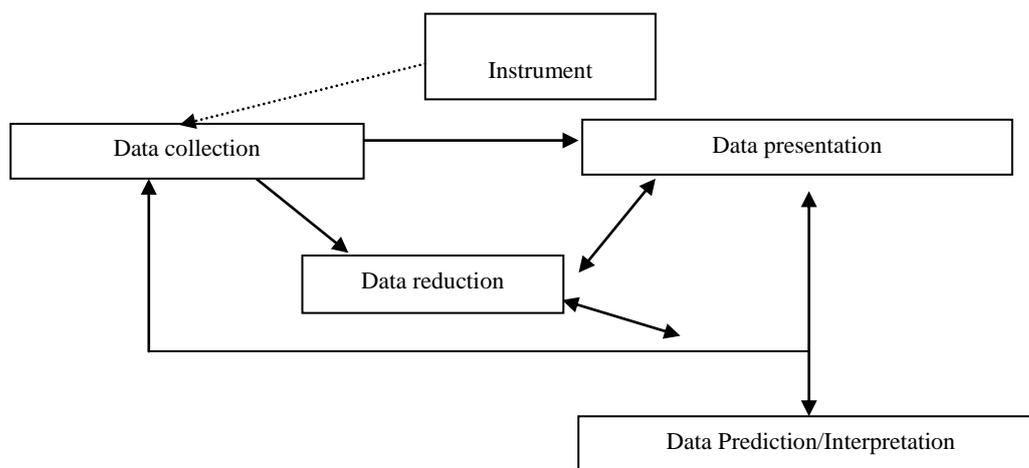
So the source of data in this research is any form of information either in the form of speech, or the actions of respondents related to the learning of bowling sport on students with visual impairment in SLB-A Fajar Harapan. The main respondents in this study were sports teachers and supporting respondents were principals and students with visual impairment.

### 3. Data Collection Technique

Data collection techniques used in this research are interviews, observation, and documentation. The main instrument in this research was an interview guide while additional instruments were an observation guide.

### 4. Data Analysis Technique

The process of data analysis occurs simultaneously and back and forth which means in the process of data analysis started from data collection until the data analysis itself. The process of data analysis can be described as follows:



## C. RESEARCH RESULT

### 1. Planning in The Learning of Bowling Sport for Students with Visual Impairment

#### a. Conduct Assessment.

The form of assessment activities undertaken by teachers is by interviewing students with visual impairment, classroom teachers, and parents related to the condition and needs of students with visual impairment, but also by directly introducing the bowling sport to students with visual impairment to determine whether students with visual impairment have an interest in bowling sport. Assessment results form the basis for the implementation of the learning of bowling sport so that students get learning services in accordance with the conditions and needs of students.

#### b. Set up bowling sport equipment

The infrastructure needed in the learning of bowling sport is not yet available in schools, so the teachers take the initiative themselves to provide the necessary means of

infrastructure by utilizing the objects in the neighborhood. For example using a can as a bowling pin, and so on.

**c. Create a Syllabus**

Components in the syllabus that is made of learning activities conducted by trial technique. However, in this case the teacher has not followed up the syllabus into making the Learning Implementation Plan (RPP).

**2. Implementation of Bowling Sport Learning for Students with Visual Impairment**

**a. Implementation of preliminary activities**

- 1) Do the opening by greeting and praying before starting the lesson
- 2) Conducting student attendance is accompanied by ensuring the readiness of the students in following the learning activities
- 3) Perform a warm-up motion for stretching the muscles before entering the learning activities. Some frequent heating movements are as follows:

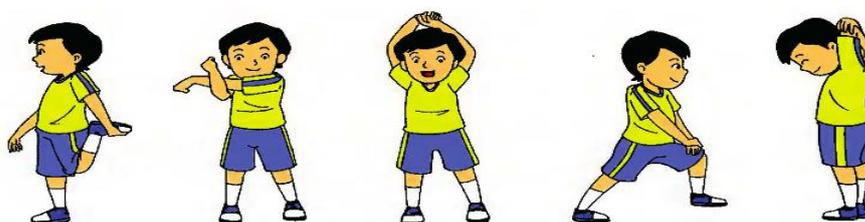


Figure 4.1 warming movement

The way the teacher in teaching the warming up movement on students with visual impairment in SLB-A Fajar Harapan is by giving instructions or prompting verbally with clear words and directly improve the movement or position of students who are still wrong.

**b. Implementation of Core Activities**

- 1) Teachers convey material related to the implementation of sports bowling as a preliminary description for students with visual impairment.
- 2) Teachers introduce all components (tools / facilities) in the bowling sport to students with visual impairment. All components are the result of modifications made by the teacher at the planning stage. Here are the learning components of bowling sport:

**a) Throwing Ball.**

The throwing ball used in the learning of bowling sport at SLB-A Fajar Harapan Marapura uses a plastic ball that is given a crank in it to facilitate students with visual impairment in identifying the movement of the ball.



Figure 4.2 comparison of throwing balls in bowling sport learning in SLB-A Fajar Harapan Martapura with real throwing ball

**b) Bowling Alley**

The bowling alley used in bowling sport learning only uses the floor which is then limited to the table on the left and right side. With a width of 1.5 meters and a length of about 8-9 meters. The bowling alley at SLB-A Fajar Harapan is very far

from real because besides the size modification, the bowling sport that is used is not equipped with sewer.



Figure 4.3. comparison bowling alley of a at SLB-A Fajar Harapan with a real bowling alley.

The introduction of the bowling alley is done by guiding students to finger over the width and length of the alley to introduce the concept to the students so that they can estimate the strength or power used when rolling the ball.



Figure 4.4. teachers guide students oriented / palpated alley

### c) Bowling Pin

Bowling pin used in bowling sportlearning in SLB-A Fajar Harapan uses a used tin inside which is given a pebble as a sound source to make it easier for students to identify the bowling pins that hit the ball.



Figure 4.5 comparison bowling pin in bowling learning at SLB-A Fajar Harapan with real pin bowling

The bowling pin used in bowling sportlearning in SLB-A Fajar Harapan Martapura consists of 25 pieces while the real rules only use 10 pieces, bowling pin formation on learning bowling sport in SLB-A Fajar Harapan martapura with the lowest level many then cans arranged pursed like a pyramid with more quantities.



Figure 4.6 the teacher guides the student to orient the location and number of bowling pins

d) **Throw Limit**

The throwing limit is the limit of the student's position to roll the ball into the alley. In this case the throw limit used is a rope or rope that arises to allow students to determine their position before rolling the ball.



Figure 4.7 throw limit

- 3) After introducing all components of the bowlingsport. Next guide the students to bend the ball.



Figure 4.8 teachers guide students rolling the ball

- 4) Methods of bowling sportlearning for students with visual impairment using lecture methods and more direct pragmatic than theory, use of lecture methods is used because students experience impairment in visual so in practice the teacher always prompts or directs with lectures.
- 5) Giving cue is done by using a whistle.
- 6) Evaluation is done by counting the total number of pins that fall in three tosses. In this case there is no specific instrument in the evaluation. Evaluation is done in the learning process.

**c. Closing Activities**

- a. Tidy up all the equipment used in bowling sportlearning.

- b. Giving motivation.
- c. Pray before ending the lesson.

### 3. Obstacles Faced by Teachers and Students in Bowling Sport Learning.

#### a. *Infrastructure*

Bowling sport facilities at SLB-A Fajar Harapan are not available yet. So far, the facility used is the hall space as a alley, while the infrastructure used is to utilize used goods that are not used anymore, such as beverage cans as pin bowling, and plastic ball as a throwing ball.

#### b. *Human Resources*

The teacher who teaches the bowling sport at SLB-A Fajar Harapan is a teacher who is seconded from the foundation. The teacher is not from a sport educational background nor a special educational background so it is not overly involved in learning about bowling sport.

### 4. The effort was made to overcome obstacles in the learning of bowling sport in SLB-A Fajar Harapan

- a. Teachers is initiative to utilize the environment in the provision of facilities that can be used in bowling sportlearning. Utilization of the environment by modifying the foot ball as a throwing ball for bowling, and so forth.
- b. Cooperate with various parties, among others: cooperate with senior experienced in learning. In cooperation with the Faculty of Sport (JPOK ULM), especially adaptive learning.

## D. CLOSURE

### 1. Conclusion

Based on the results of research and discussion then drawn some conclusions, among others, as follows:

- a. Planning undertaken by teachers in bowling sport learning in the form of assessment activities, provision of tools, and make a learning syllabus.
- b. Implementation of learning begins with a warm-up activity for stretching the muscles, then proceed with an explanation of the rules of the game and guide students with visual impairment to orient all components of the tool in the bowling game to give an idea to the students before rolling the ball. Implementation of learning is done with various modifications such as tools modification, and material modification.
- c. Obstacles encountered by teachers in the implementation of bowling sport learning is the lack of adequate equipment for bowlingsport, on the other hand is the lack of understanding of teachers related to bowling sport.
- d. Efforts to overcome these obstacles is to modify the tool through the utilization of the environment such as used tin, and so on. In addition, the teachers also collaborate with faculty of sport in ULM related equipment lending and share understanding related to bowling sport.

### 2. Recommendation

- a. For Teachers
  - 1) We recommend that teachers follow up the syllabus by developing a lesson plan (RPP).
  - 2) Teachers keep the spirit in doing the modification of bowling sport learning for students with visual impairment.
  - 3) Teachers should always add insight into the various sports, not least in the bowling sport for the future implementation of learning can be done with the better.
- b. For Students
 

Always passionate in following the learning of bowling sport although still limited in terms of equipment.

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