



DIJEMSS:
**Dinasti International Journal of Education
Management and Social Science**

E-ISSN: 2686-6331
P-ISSN: 2686-6358

<https://dinastipub.org/DIJEMSS> ✉ dinasti.info@gmail.com ☎ +62 811 7404 455

DOI: <https://doi.org/10.38035/dijemss.v7i2>
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The Implementation of Sports Through Cheerful Gymnastics Video in Improving The Learning Achievement of Students With Dyslexia: Learning With Students Without Obstacles

Uly Dame Ria Ambarita¹, Sunardi²

¹Universitas Pendidikan Indonesia, Bandung, Indonesia, ulyambar3@upi.edu

²Universitas Pendidikan Indonesia, Bandung, Indonesia, ulyambar3@upi.edu

Corresponding Author: ulyambar3@upi.edu¹

Abstract: Sports are activities that children enjoy in schools. Cheerful gymnastics, morning exercises with upbeat music, have movements adapted to songs favored by children. This study aimed to investigate the impact of daily morning sports on learning achievement at an elementary school in Surabaya. Sports activities were presented through videos to students with dyslexia integrated into a regular class. Dyslexia is characterized by difficulty in reading. The implementation spanned six months, with daily activities, observing the learning process, and collecting outcomes for each subject. The subjects were 4D elementary students at a private school in Surabaya. A qualitative descriptive method was used, detailing student conditions, the environment, and learning conditions. Achievement was measured by collecting and comparing data from each lesson to assess the impact of daily sports activities over six months. The results were significant, with fewer students requiring remedial tests/exams compared to other 4th graders.

Keyword: Gymnastics, Physical Education, Achievement, Remedial.

INTRODUCTION

Previous and current research have had an impact on the progress of the world of education, especially on the education of children with special needs. Children have their own worlds to develop and grow together with their environments. The environment in which children grow and develop can be a source of problems for the children themselves, especially for those who have special needs. Children need a supportive environment so that their potential can be developed optimally. Not all children can learn and follow the learning process smoothly. One of the obstacles that parents and teachers often encounter is reading and understanding. Difficulty in distinguishing the sounds and shapes of letters. Disorders at a certain stage can cause a child to experience difficulty in reading. This disorder can affect visual perception, auditory-linguistic abilities, or a combination of both. Visual perception disorder is an early stage disorder that can be detected immediately. Many test tools can be used to detect visual perception. Visual perception refers to how a person captures and interprets visual stimuli. Children see the letter m as n (or vice versa) and the letter b as d

because these letters are similar only in different positions. Usually, these children confuse the right and left.

Reading difficulties are the most common learning disorder and appear in some form in approximately 5–15% of the general population. Mathematics disorders occur in approximately 6% of the population; however, there is limited information about the prevalence of written expression disorders among children and adolescents. Previous studies suggest that more boys have reading disorders than girls, although contemporary research suggests that the number of boys and girls with these disorders may be comparable. Learning disorders can have several different consequences depending on the extent of disability and the extent of support available to them. One study found that around 32% of students with learning disabilities dropped out of school. In addition, the employment rate of students with various learning disorders tends to be low, ranging between 60% and 70%.

This low figure may be partial due to low student expectations. One study reported that only 50% of students with learning disabilities had a clear plan after graduating from school. Some individuals with learning disorders can achieve educational or career goals. However, it seems to be more difficult for people with severe learning disorders to achieve this. The emergence of many studies that discuss children with dyslexia is one of the reasons why children's obstacles are not physically visible, such as in children with autism, hyperactivity, visual impairment, and hearing impairment. This causes parents and even education observers, especially teachers, to often ignore it and not provide special treatment. Situations like this actually worsen the child's condition, thereby impacting social, emotional, and other aspects of life. Every child has the potential to be improved, and it would be something to be proud of if parents and teachers could see the advantages, rather than just the disadvantages. It takes patience and consistency from the people around them to direct children to understand what they want.

This drives me personally as an educator to know more about dyslexic children so that I can direct them, which I often encounter in the school where I teach but are ignored and considered stupid due to laziness. The impact that is often seen is that dyslexic children who are late in receiving intervention show a change in feeling inferior and withdrawn as a result of academic grades continuing to decline, and parents and teachers only encourage them from an academic perspective because of the lack of knowledge about dyslexic children as a whole. Existing research cannot be applied perfectly in the field because of the lack of socialization and teacher guidance regarding children with special needs, supported by a lack of openness and concern from families. My greatest hope in researching dyslexic children is that I can become a researcher based on existing problems and, at the same time, become a source of information for parents, especially teachers. The increasing population of dyslexic children in Indonesia has strengthened me personally to immediately channel information from various sources and research that has been carried out so that there is no mistake in applying treatment to dyslexic children. Dyslexic children who receive early intervention will be able to optimize their abilities, increase their self-confidence and explore talents that have not been visible until now. They will also be able to develop well according to their potential and will certainly not be inferior to other children without any obstacles. Obstacles that can result in children's emotional, social, and behavioral development, not developing as they should. This is also supported by different treatments from teachers in dealing with dyslexic children by grouping them into different classes and labeling them stupid. The following are several reviews of the research conducted by educational experts from several countries.

METHOD

The research method used in this study is qualitative. This qualitative descriptive research was chosen to provide a detailed description of the conditions, learning environment,

and changes that occur when a new activity is introduced to students. In Class 4D, there were students with dyslexia who participated in learning activities alongside their peers without disabilities. Physical activity was given every morning for about 10 minutes before the children started their learning activities. Physical activity occurs in the form of aerobics, with upbeat music. Data collection instruments included:

- A. Observation: Observations were conducted on children both during class and exercise.
- B. Documentation: Documentation in the form of photos and videos when students performed gymnastics
- C. Interviews: Interviews were conducted with parents, teachers, and students.

RESULTS AND DISCUSSION

Based on the records and observations during the learning process, the following results were obtained:

1. Morning exercise made the students in 4D, especially those identified with dyslexia; appeared more refreshed in participating in learning activities. This is supported by several studies suggesting that exercise improves blood circulation and strengthens muscles, resulting in a fresher and healthier body, thus reducing susceptibility to illness.
2. Students in Class 4D had a significantly lower absentee rate due to illness or COVID-19 exposure.
3. They were more attentive during lessons, less restless, and actively participated in answering the teacher's questions. Disruptive behaviors decreased, leading to a more conducive learning environment. The academic performance improved as a positive outcome.
4. Singing and music skills have also shown improvement, making it easier for students to learn music notation and new instruments during music lessons.
5. Students with dyslexia showed progress in coordinating body movements with musical beats, differentiating between left and right, and engaging in morning exercises. These activities enhanced students' communication skills and boosted their self-confidence.
6. The incorporation of upbeat music and familiar songs in physical exercises has been well received by students, as they enjoy imitating and singing.
7. The successful imitation of exercise movements positively impacted students' self-esteem.
8. The use of visual media, such as following movements in videos and synchronizing them with physical actions, has been shown to enhance students' memory and visual recall. This is particularly beneficial for students with dyslexia, as it helps improve their visual memory and their ability to distinguish the shapes and sounds of letters and words.

These are the results of interviews

1. Teachers

The teachers who teach each subject in class 4D stated that the number of students in class 4D who need remedial lessons is significantly lower compared to classes 4A, 4B, and 4C. Other teachers stated that it was easier to explain new material to students in class 4D

2. Students

Students in class 4D have experienced positive benefits after engaging in cheerful morning exercises. They feel more focused during lessons and are less likely to get sick. Especially during the pandemic last year, there were only 3 students in class 4D who contracted COVID-19.

3. Parents

The results of the interviews show that parents are very happy with the new habit of morning exercise. The videos sent by the teacher to the parents were received very positively because

the children looked cheerful, active, and enthusiastic while at school. They hope that this program will continue

Subsequently, observations were conducted, and data were collected from the teachers involved in the instruction.

The data were then presented in a table to facilitate the comparison of the acquired learning outcomes

Table 1 : The learning achievements of grade 4D students

Subject Lesson	July	August	September	October	November	December
Bahasa Indonesia	8 students Remedi	6 students Remedi	4 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi
Math	4 students Remedi	3 students Remedi	2 students Remedi	None	None	None
Pendidikan Pancasila	3 students Remedi	2 students Remedi	None	none	none	none
Mandarin	7 students Remedii	6 students Remedi	5 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi
science	5 students Remedi	4 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi	1 student reimidi
Social studies	4 students Remedi	3 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi
Global perspective	3 students Remedi	2 siswa remedi	2 siswa remedi	1 siswa remedi	None	None
Bahasa Inggris	3 siswa Remedi	3 siswa Remedi	2 siswa Remedi	1 siswa Remedi	1 siswa Remedi	None
CRE (pelajaran agama)	3 siswa Remedi	3 siswa Remedi	1 siswa Remedi	1 siswa Remedi	Nonei	None

Tabel 2 The learning achievements of grade 4A students

Subject Lesson	July	August	September	October	November	December
Bahasa Indonesia	8 students Remedi	8 students Remedi	8 students Remedi	7 students Remedi	5 students Remedi	5 students Remedi
Matematika	4 students Remedi	4 students Remedi	4 students Remedi	3 students Remedi	3 students Remedi	3 students Remedi
Pendidikan Pancasila	3 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi
Mandarin	7 students Remedi	6 students Remedi	5 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi
science	5 students Remedi	4 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi

Social studies	4 students Remedi	3 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi
Global perspective	3 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi	None	None
Bahasa Inggris	3 students Remedi	3 students Remedi	2 students Remedi	1 students Remedi	1students remedi	None
CRE (pelajaran agama)	3 students Remedi	3 students Remedi	1 student Remedi	2 sstudents Remedi	None	None

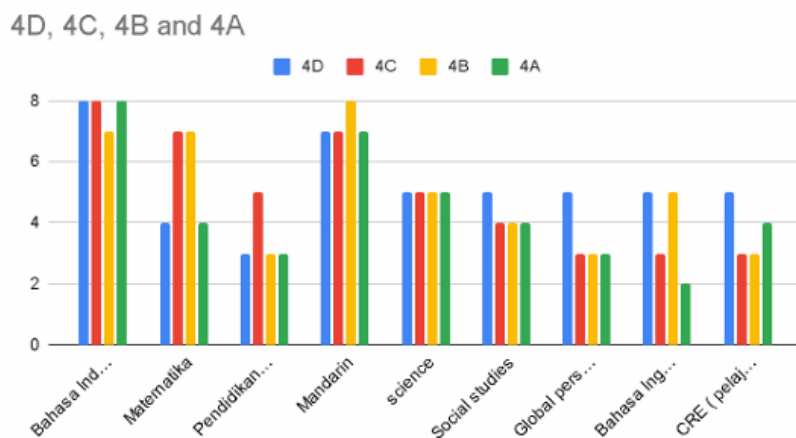
Table 3 : The learning achievements of grade 4B students

Subject Lesson	July	August	September	October	November	December
Bahasa Indonesia	7 students Remedi	6 students Remedi	5 students Remedi	4 students Remedi	3 students Remedi	2 students Remedi
Matematika	7 students Remedi	5 students Remedi	5 students Remedi	4 students Remedi	4 students Remedi	4 students Remedi
Pendidikan Pancasila	3 siswa Remedi	2 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi
Mandarin	8 students Remedi	6 students Remedi	6 students Remedi	3 students Remedi	5 students Remedi	5 students Remedi
science	5 students Remedi	4 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi
Social studies	4 students Remedi	3 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi
Global perspective	3 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi	None	None
Bahasa Inggris	3 students Remedi	3 students Remedi	2 students Remedi	1 students Remedi	1 students Remedi	None
CRE (pelajaran agama)	3 students Remedi	3 students remedi	1 students Remedi	1 student remedi	None	None

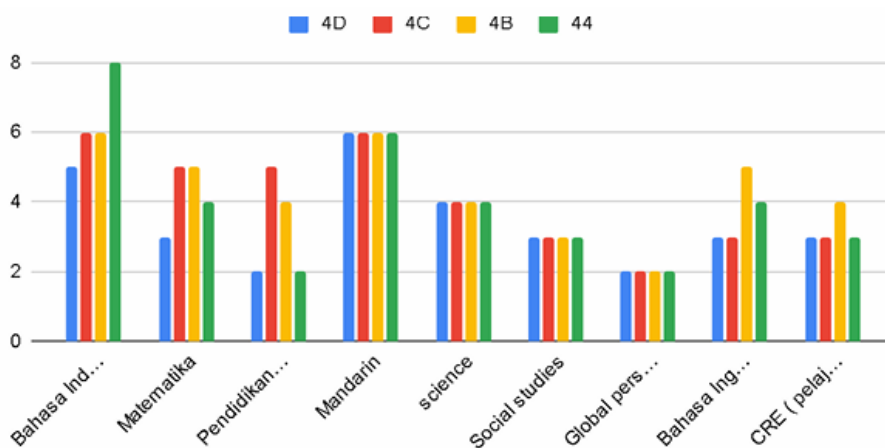
Tabel 4 : The learning achievements of grade 4C students

Subject Lesson	July	August	September	October	November	December
Bahasa Indonesia	8 students Remedi	6 students Remedi	4 students Remedi	3 students Remedi	2 students Remedi	5 students Remedi
Matematika	7 students Remedi	5 students Remedi	4 students Remedi	4 students reimidi	3 students reimidi	3 students reimidi
Pendidikan Pancasila	5 students Remedi	5 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi	2 students Remedi
Mandarin	7 students Remedi	6 students Remedi	5 students remedi	3 students Remedi	2 students Remedi	2 students Remedi
science	5 students Remedi	4 students Remedi	2 students remedi	2 students Remedi	2 students Remedi	2 students Remedi

Social studies	4 students Remedi	3 students Remedi	3 students remedi	2 students Remedi	2 students Remedi	1 student reimidi
Global perspective	3 students Remedi	2 students Remedi	2 students remedi	1 students Remedi	None	None
Bahasa Inggris	3 students Remedi	3 students Remedi	2 students remedi	1 students Remedi	1 student Remedi	None
CRE (pelajaran agama)	3 students Remedi	3 students Remedi	2 students Remedi	2 students Remedi	1 student Remedi	None



Bar chart 1
comparing the number of students who got remedial on July



Bar chart 2
Comparing the number of students who got remedial on August

CONCLUSION

This research illustrates that sports activities are beneficial for children; in fact, the most positive impact is increased achievement at school. This is because sports is a fun activity for children. According to Senator Barbara et al. (2018), exercise can improve body coordination and balance the abilities of the right and left brain and also make students experience progress

in body perception, thereby speeding up their ability to read. This is especially necessary for children with dyslexia. Moving with music makes children not get bored quickly while exercising and music is also stimulating Amael Andre et al. (2010) also explained that to enhance the self-confidence of children with dyslexia and their communication skills, one effective way is to integrate them into classrooms with typically developing peers. Additionally, difficulties in coordinating bodily movements should be regularly addressed to improve both gross and fine motor skills. Motor skills are crucial for supporting learning activities, such as writing and reading, within a specific timeframe. Observations from this research indicate that physical activity not only benefits children with dyslexia but also contributes to their overall physical development. The developmental stages of children should also be considered, as physical activity is essential for improving physical abilities and boosting the immune system, especially in children who have been less active due to the pandemic over the past two years. Physical activity is even more effective if the movements are specifically designed to enhance the abilities of both the left and right hemispheres of the brain in children with dyslexia. This requires collaboration between schools and parents to instill physical activity at home, ensuring that physical fitness is maintained even during school breaks and when there are no school activities.

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