



## Implementation of Skills Learning Massage on Blin Students at Special School B Karangpawitan

Astri Ayu Irawan<sup>1</sup>, Tedi Purbangkara<sup>2</sup>

<sup>1,2</sup> (Faculty of Teacher Training and Education, *Singaperbangsa Karawang University*)

\* Corresponding Author. E-mail: [1astri.ayu@fkip.unsika.ac.id](mailto:1astri.ayu@fkip.unsika.ac.id)

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### Abstrak

This research aims to describe the implementation of skills learning massage on blind students at Special School C Karangpawitan. Research focuses on preparation, process and evaluation of learning. The type of research is descriptive. Research subjects included two students and a teacher as informants. Data was collected by observation, interviews and documentation. Data analysis uses descriptive-qualitative analysis. The research results show that the implementation of skills learning massage consisting of: 1) learning preparation including the teacher determining learning objectives and materials, as well as preparing learning equipment; 2) learning process: a) preliminary activities include the teacher conveying apperception and learning objectives, b) core activities consist of delivering material accompanied by giving examples of manipulation techniques, teaching techniques begins by directing students to wash their hands, saying the position masseur towards patients, guiding students to use learning equipment, and teaching techniques by holding and directing students, c) closing activities include ereview material, practice, and questions and answers; 3) learning evaluation is carried out through observation of student skills and oral tests.

**Keywords** : skills learning massage, visually impaired students.

### Introduction

Loss of a person's vision will have implications for many things. The term someone who loses sight is called blind. Blind children are one of the populations of children with special needs, who for one reason or another experience obstacles in their vision. A blind child, whose sense of sight does not function, is used in everyday life as a recipient of information just like a sighted person (Somantri, 2007). Blind children are divided into 2 categories, namely total blindness and partial impairment (low vision), a child who is said to be totally blind is a child who cannot see at all because there is no light that can

enter his eyes. Meanwhile, a child is said to have low vision if the child can still see even partly because only a little light can enter his eyes.

Based on data from the 2012 National Census Success (Susenas) as quoted in the Ministry of Health (2014), the Indonesian population with disabilities is 2.45% of the total Indonesian population with the largest percentage being disabilities related to difficulty in seeing or also called blind. Meanwhile, based on the BPS Intercensal Population Survey in 2015 in Indonesia, the number of people with disabilities was 21.5 million. In 2016, data from Sakernas showed that the number of

people with disabilities aged over 15 years was 12.5% (around 22.8 million people) (Mustofa, 2019). Of the large number of people with disabilities, someone who has visual impairments or is called blind is part of the country's society where this task is a shared responsibility between family, government, NGOs, the private sector and society in general. requires some guidance and training.

This is as explained by Hadi (2005: 58) that blind children experience limitations in gaining new experiences or information, holding social interactions and community activities, and forming independence.

The limitations experienced by blind children can be overcome through more intensive use of other senses. Sunanto (2005: 47) emphasizes that someone who loses or experiences visual impairment, as compensation, must try to improve other senses that are still functioning. Other senses that are more important to develop in blind children are the senses of hearing and touch. Developing the functions of these senses can be done through coaching and training. Liando & Dapa (2007: 91-92) emphasize that children with special needs, including the blind, are advised to be given education/coaching and training so that they can develop themselves optimally, adapt, and carry out various jobs that suit their conditions, even though in some situations they experience many challenges. heavy one.

The education and training provided to blind students must be prepared appropriately so that students are able to achieve educational goals that have been prepared based on their conditions, abilities and potential. Bishop in Smith (2006: 252) states the general goals of education for blind students, including developing independent learning skills, using audio tools, encouraging

perseverance, curiosity, creativity and intelligence; as well as maximizing the full potential of individuals with intelligence, special talents and abilities in accordance with visual limitations. The specific goals of education for blind students stated by Hitipeuw (1996: 133) include being able to try and fight for their own needs; and have skills and knowledge according to their abilities, so they can earn a living. These goals place greater emphasis on achieving independence through providing training and skills according to the needs of blind students.

Based on the research results of Rizki (2014: 1) that the blind experience various problems, one of which is problems in determining a career, so providing educational services based on certain skills is very much needed. In formal educational institutions/schools, these skills are usually covered in curricular or extracurricular learning. There are various types of skills that can be trained to blind students. The selection of skills learning to be implemented by schools is usually based on the characteristics and abilities of students, as well as the availability of educators to teach skills learning at the school. Liando & Dapa (2007: 160-161) mention several types of skills that can be developed in blind students, including: *entertainment/artist*, telephone operator, reflexologist, radio announcer, singer and musician.

Skills learning is taught to blind students at elementary school level at the Karangpawitan B Special School as life preparation to face the next stage of life. Learning these skills is Orientation and Mobility (OM) as well *Activity Daily Living* (ADL) which is included in curricular learning. Apart from that, there is skills learning *massage*, qiro'ah, and da'wah which are included in extracurricular learning. Skills learning massage interesting to research because of skill smassage

Generally it is trained on adults, but at this school elementary school students are starting to be taught how to do it *massage* and students are able to perform skills *massage* consisting of sequential activities.

Mrehearsal is one type of therapy that is done by patting, squeezing, rubbing and pressing the soft tissue of the body. The blind have a good sense of touch so they have skills *massage* can be mastered without having to rely on the function of the sense of sight. Skills learning *massage* at Special School C Karangpawitan, it is implemented on the basis that blind students need to be provided with skills that are much needed in the job market and that are practical to apply/do not require a lot of capital. Apart from that, it is also an effort to provide provisions for life, develop sensitivity to the sense of touch, train fine motor skills, train accuracy and concentration, and be useful for other people.

The implementation of learning these skills is given at primary and secondary levels, and there are separate rooms for practice *massage* son or daughter. At the basic level, the implementation began to be given to blind students at Special School C Karangpawitan because they had started to receive material about muscles and bones. Providing skills learning *massage* at the basic level is intended for initial introduction so that blind students have basic knowledge about *massage* and it is no stranger to learning these skills at the secondary level.

Skills learning *massage* trained once a week on blind students. The teacher carries out this learning by referring to the Skills Instructor's Manual *Massage* Volume I published by the Indonesian Ministry of Social Affairs in 1995. Skills learning assistant teacher *massage* At the elementary level at Special School C Karangpawitan there are two people who

have previously received training to teach skills *massage*, either through training held by an institution or special training in a social institution specifically for the blind, so that teachers have the ability to adapt learning skills *massage* for blind students even though the students are still at the elementary level.

The visual impairments experienced by blind students encourage teachers to support skills learning *massage* at the C Karangpawitan Special School to provide and use concrete learning media to help blind students understand skills learning material *massage*. However, efforts to provide skills learning media *massage* not maximal. This is proven by the unavailability of mannequin media with nerve points which are actually needed in skill practice *massage* directly.

So far, there has not been much information that fully reveals skills learning *massage* on blind students at the C Karangpawitan Special School. Therefore, this research was conducted to provide an overview of the implementation of skills learning *massage* blind students at Special School C Karangpawitan.

Learning activities are generally divided into three, namely preparation, process and evaluation of learning (Permendiknas No. 41 of 2007). These activities can be successful if they are supported by learning components. In Rudiwati's opinion (2003: 45), the components in teaching and learning activities for blind children include learning objectives, learning materials, learning methods, learning tools, learning resources, learning media, and learning evaluation. Based on this opinion, the implementation of skills learning *massage* requires learning methods and media so that learning material is conveyed to students so that learning objectives can be achieved. This research describes the

implementation of skills learning *massage* at the C Karangpawitan Special School.

## Method

The research method uses a qualitative approach with descriptive methods. This method was chosen because the data collected in this study was in the form of words. This research also intends to understand, reveal and explain the various descriptions above several phenomena that exist in the field and then summarized into descriptive conclusions based on data from research results collected by himself researchers (Gitardiana & Namawi, 2017). One of the characteristics of qualitative research is descriptive, the data collected is in the form of a description explained in words which become sentences and paragraphs (Azzahro & Kurniadi, 2017).

Meanwhile, the research instruments used in this research are as follows: First, documentation study is a document in which there is a record of events which has passed. Documents can be in the form of writing, images or monumental works from a person, documents in written form, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images for example photos, live drawings, sketches and others (Sugiyono, 2018). Second, an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic (Sugiyono, 2018).

Data analysis techniques are processed through data reduction, data presentation, drawing conclusions and triangulation of data sources. Research object when collecting data through interviews with massage training participants totaling 3 students, 1 instructor and 1 employee C

Karangpawitan Special School which is located at Jl. Malabar, Karangpawitan, District. Karawang Bar., Karawang, West Java 41315.

## Results and Discussion

Skills learning massage for blind students, the aim is to provide life skills that are appropriate to the student's abilities, develop the sensitivity of the sense of touch, train fine motor skills, train accuracy and concentration, and be of benefit to other people. Implementation of skills learning massage for blind students consists of four materials, namely the concept of skills massage and human body, skill manipulation techniques massage basic, skill manipulation techniques massage limbs, as well as skill manipulation techniques massage the back. In this learning there are several series of activities, namely preparation, process and evaluation of learning which are described as follows:

### 1. Learning Preparation

The learning preparation carried out by the teacher is formulating learning objectives obtained from the results of assessments regarding students' talents and interests in skills massage as well as the initial abilities possessed by each student. The formulation of the learning objectives is then used in creating the Skills RPP Massage. The RPP contains students' initial abilities, learning objectives, main learning materials, learning resources, learning media and methods, as well as learning steps. The learning objective set by the teacher is to introduce skills massage to students, so that students know the terms in skills massage, body parts and their locations, skill manipulation techniques massage base, legs and back.

Based on the learning objectives that have been set, learning materials are obtained which are prepared by the teacher and adapted to the curriculum

applicable in the school and the Skills Instructor's Manual Massage Volume I (published by the Indonesian Ministry of Social Affairs in 1995) as a reference. The material is in the form of basic skills concepts massage and recognition of human organs; skill manipulation techniques massage and practice; skill manipulation techniques massage limbs and their practices; as well as skill manipulation techniques massage the back and practice.

Teachers prepare equipment used in theoretical and practical learning without involving students. The teacher uses each student to introduce body parts and skill manipulation techniques massage. The teacher cleans the room, mattress, pillows, bolsters, tables, chairs, and checks pedestal/ steps, lights and fans so that they are ready to be used for learning. In practical learning, the teacher also prepares massage cream for student use.

## 2. Learning Process

The teacher conveys apperception and learning objectives in the introductory activities. The teacher conveys apperception of skills learning massage by asking and answering questions with students. The 1st student (SA) was more active than the 2nd student (DN) in answering the teacher's questions. The teacher conveys the learning objectives by telling students directly about the activities that will be carried out at the meeting.

Activities carried out in the core activities include teachers delivering learning material and teaching manipulation techniques and students demonstrating skill smassage-his. The teacher delivers learning material by explaining and asking questions with the students. The teacher explains the terms, equipment used, and body parts related to learning skills massage; skill manipulation techniques massage base; manipulation techniques used in skills massage legs and

back; as well as five backbones. The teacher asks students to recall terms, equipment, body parts, five backbones, and skill manipulation techniques massage which has been conveyed by the teacher.

Questions and answers conducted by teachers and students aim to check that students are paying attention to the learning material. Teachers also provide opportunities to ask questions, guidance and direction to students during the learning process.

Implementation of Skills Learning... (Nani Purnamaningsih) The teacher teaches skill manipulation techniques massage to students begins by reminding students to wash their hands first and telling them the position masseur is to the right of the patient's body who is prone. The teacher also guides students to use the equipment and tools in the room massage, but the bolster is at the top bed massage its use has not yet been utilized. Practice skills massage carried out by students wearing school uniforms. Apart from that, through documentation you can see the current position of each student masseur as well as patients.

Students take turns being masseur and patients to practice skilled manipulation techniques massage according to the teacher's instructions. One of the students always asks permission to go to the toilet during class, so the teacher uses alternatives to teach manipulation techniques to another student by giving examples of movements on the student's arm and the students take turns practicing the movements on the teacher's arm, or asking for help from other students who are free. to be his patient.

The teacher teaches manipulation techniques by positioning the student's hands correctly above the patient's body. massage. On technique effleurage, the teacher teaches to massage Use the entire

surface of both palms to stick to the patient's body and rub simultaneously with movements towards the heart. Teachers teach technique kneading column one by positioning both students' hands as if they were pinching, using four fingers and the thumb to simultaneously press the part of the body that will be treated. massage.

Technique kneading Column two is taught with the left hand pressing position as in the technique kneading Column one and the thumb of the right hand press in a direction perpendicular to the position of the left hand, then press the body parts alternately between the left hand and the thumb of the right hand. Technique kneading Column three is taught with the hand position as in the technique effleurage and the left and right hands alternately press towards the heart.

Technique vibration Vibrations are taught by positioning the student's hands holding each other, the side closest to the little finger is placed on the part of the body that will be touched. massage and moved to grind/rotate slowly. Technique shaking is taught with the position of the entire surface of both palms pressed against the body to be carried out. massage, moved back and forth slightly in opposite directions between one hand and the other. Technique tapping What is taught consists of two movements, namely a flailing movement in a grasping position and slapping using the entire surface of both palms, each hand hitting alternately.

The teacher directs students to use massage cream in skill practice massage legs and back. Practice skills massage The legs and back have differences, namely in skills massage on the legs not all manipulation techniques are used, while on the back all manipulation techniques are used. During practice, the teacher always reminds students to memorize masseur, patient, and names of manipulation techniques. The teacher

observes the technical movements carried out by students and directs them if they are not quite right. The teacher also reminded students to wash their hands after practicing.

The abilities shown by each student when taking part in the lesson were that SA and DN were able to wash their hands independently but DN still needed help to get to the sink; both students need help from the teacher in carrying out several manipulation techniques; SA is able to practice after observing one example from the teacher while DN needs to be demonstrated repeatedly.

Review The material in the closing activity is carried out by the teacher by explaining the points of the material briefly and interspersed with questions and answers, then repeating these points with the students. In this activity the teacher also tells students to remember the material that has been presented because it is related to the next material.

### 3. Learning Evaluation

Learning evaluation is carried out by teachers by conducting observations and oral tests on students' abilities in learning skills massage. Observations are carried out during practical learning to determine skill abilities massage to students which includes engineering practice effleurage opening and closing; kneading columns one, two, and three; vibration; shaking; and tapping. An oral test is carried out by the teacher at the end of the lesson by giving students verbal questions. Students are asked to re-state the terms in the skills massage and parts of the human body related to skills massage; mention manipulation techniques in skills massage; mention manipulation techniques in skills massage limbs; mention the names of the spine and manipulation techniques in the skill massage the part of the back that has been studied.

## Discussion

The results of the analysis are based on the way teachers carry out skills learning massage together with students shows that students are blind category low vision with cognitive characteristics demonstrated by being able to completely identify parts of an object/thing around him, relying on other senses and writing Braille during learning, good social and emotional skills, and behavior blindness by moving hands, in following the process and evaluating skills learning massage have the courage to ask questions and answers with the teacher, be independent enough to practice skills massage because based on the attached assessment instrument, students only need full assistance 4 times from the teacher.

Blind students blind with cognitive characteristics demonstrated by being able to identify parts of an object/things around him incompletely, requiring more guidance from the teacher when learning, good social skills and poor emotional control, and having good behavior blindness by pressing the eyeballs and moving the hands, in following the process and evaluating skills learning massage lack of courage to do questions and answers with the teacher, lack of independence in carrying out practice because the teacher has to give examples repeatedly and students are not able to persist for long in manipulation technique movements massage correct, and required full assistance 9 times.

The teacher's preparation for learning is preparing media and skills learning equipment massage without involving students. The equipment prepared includes a room, mattress, pillow, bolster, table and chairs, as well as checking pedestal/ steps, lights and fans. The teacher also prepares cream massage when entering practical skills learning

massage. The equipment and tools are used by students in learning, except for the bolster which is just lying around unused.

The teacher uses each student to introduce body parts and skill manipulation techniques massage. Based on Azwandi (2007: 122-139), the classification of learning media for visually impaired children blind nor low vision, namely human-based media, print-based media, tactual-based media (visually impaired blind)-visual (blind low vision), audio-based media, computer-based media, and real object-based media. The teacher uses each student's self in delivering skills learning massage already meets the classification of human-based media mentioned above.

The teacher determines skills learning materials massage by adapting to the Skills Instructor's Manual Massage Volume I (published by the Indonesian Ministry of Social Affairs in 1995), resulting in several materials for class IV students which include basic concepts massage and body recognition; skill manipulation techniques massage and the order of practice; leg and back manipulation techniques and practices. This is in accordance with the opinion of Ahmad (2012: 100) who stated that the ordering of subject matter can be done from easy to difficult, from familiar to new, or ordered according to the scientific systematics of the subject matter.

Skill manipulation techniques massage What is taught to students is technique effleurage (opening and closing), kneading (columns one, two, and three), technique vibration, technique shaking, and techniques tapping. This is not in accordance with the opinion of Wijanarko & Riyadi (2010: 49) that manipulation techniques massage covering techniques shaking, stroking, petrification, friction, tapping, vibration, and effleurage. This discrepancy is because there are other

techniques that have not been used in skills learning massage.

Preliminary activities in the learning process are carried out by the teacher by conveying apperception through questions and answers with students and conveying the learning objectives by stating the activities to be carried out. The learning process during the core activities of the teacher delivers material and teaches skill manipulation techniques massage to develop students' skills. The contents of these core activities are in accordance with Majid's opinion (2009: 104) that core activities are the main activities to in still and develop knowledge, attitudes and skills related to the study material in question. The teacher delivers the material by explaining and asking questions with the students, while the teacher teaches skill manipulation techniques massage namely positioning the student's hands correctly in carrying out the movement.

Student (when becoming masseur and patients) practice skills massage wearing a school uniform. This is not in accordance with the opinion of Setiawan (2015: 17), that masseur It is best to wear clothes in the form of a short-sleeved shirt that reaches above the knee and long white trousers, while the patient wears shorts or swimming trunks for men and swimwear for daughters.

The student's position when he is a patient is lying face down to be massage on the legs and back. This is in accordance with the opinion of Setiawan (2015: 18) that patients can massage in a prone/prone, supine or half-sitting sleeping position. The student's current position masseur namely on the right side of the patient's body who is prone, even though according to Setiawan (2015: 18) the position masseur usually located on the left side of the patient's body who is lying face down and massage the left first, then move to the right.

Closing activities in the learning process are carried out by the teacher by using review learning with students through brief explanations of the material that has been studied and questions and answers. Apart from that, the teacher also carries out an assessment with an oral test for each student. Activity review and assessments carried out by teachers and students, as stated by Kustawan (2013: 40) that closing activities are activities to end learning which can be carried out in the form of conclusions, assessment and reflection, feedback, and follow-up.

Learning evaluation is carried out by the teacher by means of observation and oral tests on each student's abilities. Observations are made while students practice skills massage during the learning process which includes technical practice effleurage opening and closing; kneading columns one, two, and three; vibration; shaking; and tapping, while the oral test is carried out at the end of the lesson by giving students oral questions. Mulyasa (2006: 171) stated that students' skills or psychomotor domains need to be known through action tests or even in the form of non-tests, for example by observation and questionnaires. Observations and oral tests are carried out by the teacher based on the instruments attached to the RPP created by the teacher. This is in accordance with the opinion of Wardhani (2010: 3) who states that the instruments needed in practical/performance tests are in the form of observation sheets or observation sheets.

## Conclusion

Based on the results of research and discussion, it can be concluded that the implementation of skills learning massage for blind students at Special School C Karangpawitan is divided into activities: 1) Preparation for learning skills massage



namely formulating objectives, determining materials, and preparing learning equipment carried out by the teacher without involving students. The teacher formulates learning objectives based on the results of assessments regarding students' talents and interests in learning skills massage as well as the initial abilities possessed by students. The teacher determines the skills learning material massage for blind students guided by the Skills Instructor's Manual Massage Volume I so that learning material is obtained, namely basic concepts massage and body recognition; skill manipulation techniques massage and the order of practice; leg and back manipulation techniques and practices.

The teacher prepares learning equipment by cleaning the room, mattress, pillows, tables, chairs, and checking pedestal/ steps, lights and fans; provide cream massage; and ensure that each student is ready to carry out learning. 2) Skill learning process massage for blind students it is divided into preliminary, core and closing activities. In the preliminary activity the teacher conveys apperception of learning through question and answer with students and conveys the learning objectives by stating the activities that will be carried out. In the core activity the teacher delivers learning material by explaining and asking questions with the students.

The teacher teaches manipulation techniques starting by reminding students to wash their hands first and telling them the position masseur to wards patients who are prone. The teacher also guides students to use the equipment and tools in the room massage, but the bolster has not been used. The teacher teaches skill manipulation techniques massage by positioning the student's hands correctly in carrying out technical movements

effleurage, kneading column one-three, vibration, shaking, and tapping. The closing activities were carried out review material by the teacher by briefly explaining the material points and asking questions with the students. 3) Evaluation of skills learning massage carried out by the teacher, namely observing skill abilities massage to each student during practice and give an oral test at the end of the lesson.

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#### Author Profile

**Dr. Astri Ayu Irawan, S.Pd., M.Pd.** is a teaching staff at the Physical Health and Recreation Study Program, Faculty of Teacher Training and Education, Singaperbangsa University, Karawang. Apart from that, he is also active in KONI DKI Jakarta and sporting events, both single and multi-event (Sea Games, Asian Games, Asian Para Games, etc.) As a sports athlete therapist.

**Tedi Purbangkara, S.Pd., M.Pd., AIFO** is a Teaching Staff in the Health and Recreation Physical Education Study Program, Faculty of Teacher Training and Education, Singaperbangsa Karawang University in the courses of Human Faal Science, Sports faal science and practicum, Physical Education and Sports. In addition to teaching, he is also the treasurer of POSSI Karawang Regency, the Management of PPI Karawang Regency, a member of the Indonesian Sports Science Experts Association (PAIFORI) and the Management of the Nurul Muslimin Orphan Foundation.