

TRAINING PROGRAM FOR THE MOVEMENT CONTROL OF THE INDIVIDUAL IN ACTIVY DAILY LIVING (ADL)

Puput Mutiara Suhada

Special education

Faculty of Teacher Training and Education

Sultan Ageng Tirtayasa University

2024

Puputmutiaras47@gmail.com

Abstract

Children generally experience a period of growth and development, someone during their growth period moves because of limited movement so it is difficult to carry out daily activities. Daily activities are daily activities, namely eating, drinking, bathing and walking. Self-development and movement development are all efforts and forms of assistance in the form of planned and programmed guidance and training for children with physical disabilities, so that they are able to care for themselves, help and taking care of yourself and moving yourself. Moving or changing places in everyday life in the family and community is enough. The aim of this movement development is to improve and develop the movement function of children with disabilities so that children are able to move, participate and socialize in their environment. Self-development and movement development are all efforts and forms of assistance in the form of planned and programmed guidance and training for disabled students, in the context of develop oneself both as an individual and a social creature who participates in society so that the ability to take care of oneself and help oneself is realized. The goal of movement development is to be achieved in movement development, namely to improve and develop movement functions in children to provide provisions and and train movement control that can lead children to able to move to participate and socialize in their environment. Movement building materials also consist of, strengthening weak muscles, relaxing stiff muscles, maintaining muscle strength and preventing muscle atrophy, improving movement in joints, locomotor skills, non-locomotor skills, and improving movement coordination There are also movement development methods and techniques that can be used to train movement control for children with physical impairments, namely: perceptual movement activities, skills training, games and sports education. For children with physical impairments, self-development skills cannot be separated from movement skills, hence the term active daily living (ADL).) is called self-building and movement building. The ability to take care of yourself, or help yourself (self help, self care) is not an ability inherited from parents, but must be learned first. For children who are classified as normal, learning can be said to be relatively easy. They observe how to control movements, listen or imitate other people relatively smoothly and this is not the case for children who are classified as physically disabled. They need to try hard, and the learning program is structured from simple, systematic and specific. The self-development program includes several things related to the interests of children such as eating, drinking, personal hygiene, which in itself is a skill or skill that must be mastered by children with physical impairments in order to be able to take care of themselves. himself in his daily needs without the help of others. Meanwhile, movement coaching is a series of

International Conference on Learning Community (ICLC)

coaching and exercises carried out by professional teachers in special education, in a planned and programmed manner for individuals who experience disorders of the muscles, joints or bones, so that the individual experiences interference in carrying out mobilization activities.

Keywords: *training for the disabled, active daily living*

INTRODUCTION

In general, humans are born into the world with normal and perfect conditions. However, in reality, this is not experienced by everyone, some people are born into the world with conditions that are less than normal and not in accordance with what is expected, this causes physical limitations and also physical chronology which is often called a physical disability. Every human being in the world certainly hope to have a normal and good body shape so that the individual is able to carry out all the activities they can do like other humans but not all humans in the world are born with a good body shape or condition and this makes these individuals unable to carry out the activities they can do and hinder developmental tasks that should be carried out.

Children generally experience a period of good growth and development, one of the important developments is motor development. This motor development includes gross motor and fine motor skills. Motor development can affect a person's ability to move as they grow. Due to limited movement, it is difficult for them to carry out daily activities. day, so he always depends on other people. In order for him to be able to make movements, fine and gross motor activity is required to stimulate movement and interaction. To fulfill these expectations, movement training and activities are required.

Normal children with mass growth and development of fine motor skills and gross motor skills and socialization do not experience many obstacles, the point is that children with physical impairments are not able to develop their fine motor skills optimally, but in this case we hope that children will experience changes, even if only slightly, so that children can carry out activities such as other normal children even though not as fast and like normal children.

Activities of daily living services are activities carried out by someone routinely every day and also have the function of developing basic skills to maintain and fulfill personal needs. ADL is also an activity carried out throughout the day, including ambulation, eating, dressing, bathing, brushing teeth and dressing with the aim of fulfilling its role as a person in the family and society.

Method

The writing method in this scientific work is library research or documentation study. Literature studies were carried out to obtain theoretical or doctrinal policy concepts, conceptual thinking and previous writings related to the object of study in this writing.

In the form of written scientific literature. Library research limits activities to library collection materials only, while interview data is used to confirm and clarify (clarify) data obtained from the library.

A literature review is a research method for identifying, evaluating and interpreting all relevant research results related to a particular research question, particular topic, or phenomenon of interest (Kitchenham, 2004). Individual studies are a form of primary study, while literature reviews are secondary studies. A literature review will be very useful for synthesizing various relevant research results, so that the facts presented to policy makers are more comprehensive and balanced.

Literature review studies are used to collect data or synthesize sources related to research topics from various sources including journals, books, documentation, the internet and libraries. The library study method is a series of activities related to library data collection methods, reading and taking notes, and managing written materials (Nursalam 2016).

Interviews are used if the required data relating to the social interactions of autistic children has not been optimally fulfilled. This article is descriptive-analytic in nature, namely describing and analyzing social workers' actions regarding children's social life problems, and analyzing social workers' efforts in introducing children's social abilities. The data analysis used is comparative descriptive analysis. The data that has been collected is then compiled and reported as it is and logical conclusions are drawn and then analyzed. Analysis does not use numbers and formulas.

RESULTS AND DISCUSSION

According to Hikmawati 2011, a person with a physical disability is someone who has bodily abnormalities in the movement apparatus which includes bones, muscles and joints in terms of structure or function which can interfere with or constitute obstacles and obstacles for him to carry out activities properly.

According to Karyana and Widiarti 2013, physical impairment can be defined as a person with a form of abnormality or disability in the musculoskeletal and joint system which can result in impaired coordination, communication, adaptation, mobilization and impaired development of personal integrity.

According to Mangunsong 2011, physical impairment has a broad meaning, where in general it is said that the physical inability of the body to carry out bodily functions as in normal circumstances, in this case what is included as a physical impairment is being born with congenital physical impairment, such as incomplete limbs, loss of limbs due to amputations affected by neuromuscular problems such as cerebral palsy, affected by sensory or sensory disorders and/or suffering from diseases. From several studies above, it can be concluded that land daksa is a physical or bodily disorder that is acquired from birth or due to trauma, disease or accident. Therefore, children with physical impairments need movement control to train their movements in everyday life, namely self-development and movement development programs.

The term daily living activities or self-development, daily life activities in the world of education for children with special needs, is known as self-development or movement development, which refers to a personal activity that has an impact and is related to human relationships. Movement development comes from the words bina and movement. which means all efforts in the form of exercises aimed at changing, improving and forming movement patterns that approach the face. Movement development is an educational effort in the form of activities, development and training in developing knowledge, skills, values and attitudes for children who experience motor disorders to develop their

movement in carrying out daily life activities . Meanwhile, self-development is an effort to develop the individual self, both as individuals and as social beings, through education in the family, at school and in the community, so that independence can be achieved through adequate involvement in daily life. Self-development is not just about taking care of yourself, helping yourself and caring for yourself, but more than that because the ability to develop yourself will enable children with special needs to adapt and achieve independence.

Self-development and mobility development are all efforts and forms of assistance in the form of planned and programmed guidance and training for disabled students, in order to develop themselves both as individuals and social beings who must participate in society. So that the ability to take care of oneself can be realized, help oneself to take care of oneself and mobilize to move or change places in daily life in the family and community adequately.

According to Karsono (2014:6), the self-defense program includes several things related to children's daily interests, such as eating and drinking, personal hygiene and personal tidiness. Thus, the ability to take care of oneself is a skill or skill that must be mastered by children with physical impairments so that they can take care of themselves in their daily needs without the help of others, while the mobility development program is a series of coaching and training activities carried out by professional teachers in special education. in a planned and programmed manner for individuals who experience disorders of the muscles, joints and bones so that these individuals experience problems in carrying out activities and mobilization.

The ability to take care of yourself, or help yourself (self help, self care) is not an ability inherited from parents, but must be learned first. For children who are classified as normal, learning can be said to be relatively easy. They observe how to control movements, listen or imitate other people relatively smoothly and this is not the case for children who are classified as physically disabled. They need to try hard, and the learning program is structured from simple, systematic and specific. The self-development program includes several things related to the interests of children such as eating, drinking, personal hygiene, which in itself is a skill or skill that must be mastered by children with physical impairments in order to be able to take care of themselves. himself in his daily needs without the help of others. Meanwhile, movement coaching is a series of coaching and exercises carried out by professional teachers in special education, in a planned and programmed manner for individuals who experience disorders of the muscles, joints or bones, so that the individual experiences interference in carrying out mobilization activities.

1. SELF-BUILDING

In accordance with the condition of the child who has been injured, the objectives of the self-development service are:

- (1) So that disabled children have the skills to take care of themselves
- (2) So that children can maintain body hygiene and their own health
- (3) So that children grow in self-confidence because they are able to take care of themselves
- (4) So that children are not awkward in adapting to the environment

The learning material for self-development in training disabled children's movements is body hygiene, eating and drinking, dressing, decorating, personal safety and environmental adaptation.

-Training on body hygiene includes training, washing hands, washing face, washing feet, brushing teeth, bathing, washing hair and using the toilet. –

- training in eating and drinking includes eating using hands, then using a spoon, then using a spoon and fork, drinking using a glass, drinking using a cup, drinking using.-

- When practicing how to dress, namely wearing a shirt or t-shirt, trousers or skirt, shirt, socks and shoes.

-In training how to decorate, for example, tidying your hair with a comb and using hair oil, using powder, and using accessories.

- self-development program

Bina means building or a process of improvement in order to become better, so self-development is an effort to develop an individual to be better through education in the family, at school and in the community. When viewed from a distance, the broader term self-development is self-care, self-help, and self-care, because self-development abilities will enable children with needs, for example children with physical and motor obstacles, to achieve independence.

Self-development is an activity carried out in daily life such as eating, dressing and moving around without needing help from other people. Implementation of the IMI self-development program can be appropriate if the school and parents work together. The self-development program is an effort that is formed through assistance in the form of guidance so that training can be carried out and programmed for children, so that self-care, self-help, and self-care can be realized on a daily basis within the family and community. The self-development program is an effort and form of assistance in the form of planned and programmed guidance and training for children with physical impairments, in order to develop themselves both as individuals and social beings who must participate in society.

In Mufidah's research (2009), the self-development program aims to ensure that children with special needs, including the physically disabled, can take care of themselves and socialize in their everyday environment.

- self-development goals

Children with physical impairments are different from other children with special needs, in that they need assistance tools to mobilize or move with their surrounding environment. Therefore, movement skills are one of the goals of the self-development program. The other objectives of this self-development program are:

- a. So that children with physical impairments have the ability to move, so that they are able to carry out movements that are appropriate to their function.
- b. So that children with physical impairments are able to adapt to their surroundings so that children with physical impairments are able to overcome the difficulties they face in everyday life.
- c. So that children with physical impairments have knowledge, attitudes and values so that they are able to adapt to their environment.

2. MOVEMENT BUILDING

Movement development comes from the words development and movement, which means all efforts in the form of training aimed at changing, improving and forming movement patterns that are close to natural. Movement development is an educational effort in the form of activities, development and training in developing knowledge, skills, values and attitudes for children who experience physical and motor-motor obstacles to develop their movements in carrying out daily life activities. Another definition of development is a series of coaching and training activities carried out by professional teachers in special education, in a planned and programmed manner for individuals who experience physical and motor obstacles, disorders of the muscles, joints or bones so that the individual experiences problems in carrying out mobilization activities. .

The aim of movement development is so that children are able to move their muscles harmoniously, healthily and strongly so that they are able to carry out movements appropriate to their function and adapt to the environment and be able to overcome difficulties in everyday life. The goal of development is movement that provides provisions and movement skills that can enable children to participate, communicate and socialize with their environment more naturally.

The other goals of developing this movement are:

1) .Muscle strengthening

The aim of muscle strengthening in general is to strengthen, maintain and refresh muscle function either with or with assistive devices.

2) . Improves movement in joints

Movement disorders in joints in children can be single or multiple. The assessment can be done by means of tests and observations. Joints that are experiencing problems must be assessed and observed, by being asked to carry out certain joint movements according to the possible joint movements in the joint concerned.

3) . Improve body movement coordination

Usually a person's movements are controlled by neural commands centered in the brain. Coordination of movements between the eyes and hands can be done through games such as reaching, scooping, hitting, throwing, holding, arranging, arranging, sorting, grouping certain objects. Coordination of movements between the eyes, hands and feet can be done through games that use the eyes, hands and feet, such as playing volleyball, catching a ball, walking with marbles on a spoon. Through various activities and games, children can do exercises, it is hoped that the child's impaired movement coordination can gradually be improved, so that in the end the child can get used to making movements that are appropriate and on target.

- **Movement building program**

A movement development program is needed to overcome movement disorders that are very common among children with physical impairments, because this learning program functions to correct movements that deviate from normal movement functions and to develop limbs that have movement disorders so that they can function optimally. Through the program that has been given to children, it is hoped that children will be able to perform various kinds of movements such as flexion, extension, abduction and adduction.

Movement development is an effort made by educators to create training in developing knowledge, skills, values, attitudes for children with physical impairments, to develop their movements in carrying out daily activities. What is

International Conference on Learning Community (ICLC)

called movement development is any effort in the form of training which aims to change, improve and form movement patterns that are close to normal movement patterns. Movement development is a combination of various types of therapy that cannot be separated. The movement program for the disabled requires an atmosphere, attitude, environment and program that must be adapted to the nature of the disorder and adapted to the children's difficulties. The atmosphere needed is a quiet, fresh, cheerful atmosphere, and far from noise, while the attitude needed by the teacher is being able to accept the condition of the disability, an attitude of love, respecting the child's abilities, and controlling the child's anxiety.

The goal to be achieved in movement development is to improve and develop movement functions in children, or to provide provisions and movement abilities that can enable children to move to participate and socialize in their environment.

The types of joint movements are:

- a. Flexion or bending/curving, reducing the angle
- b. Extension or straightening movement
- c. Abduction or away from the body axis
- d. Adduction or movement towards the body's axis
- e. Rotation or turnaround
- f. Circumduction or circular movements
- g. Pronation or turning the lower hand inward
- h. Supination or outward rotation of the forearm.

- MOVEMENT BUILDING MATERIALS

1. strengthening weak muscles

One of the problems experienced by children with physical impairments is motor disorders, so that their organs of movement are less able to function. The aim of this movement training is to strengthen, maintain, refresh muscles both with and without assistive devices. Programs for muscle strengthening can be carried out in integration with existing school subjects and can also be given independently in movement building lessons. The implementation of this movement training is part of the sports and health grafting therapy material or can also be given independently in movement building lessons.

2. Relaxation of stiff muscles

This condition is not beneficial for the child because the joint movements are abnormal, namely, the joint movements are difficult to straighten as if there is resistance. Even if all the joint muscles experience stiffness, the joint cannot be moved at all, either actively or passively. These stiff muscles need to be trained to reduce their stiffness and then develop their strength, endurance and coordination of movements.

3. Maintain muscle strength and prevent muscle atrophy

Muscle atrophy or muscle deterioration results in decreased or lost strength due to lost nerve function.

4. Improve movement in joints

Children with physical impairments need movement control exercises to overcome problems around the joints. Children who usually experience problems or disorders are the joints in the shoulder joints, wrist joints, finger joints, hip joints, knee joints, ankle joints and toe joints.

5. locomotor skills

Locomotor skills are the skills to move from one place to another. This skill is important to be given to children with physical impairments to train basic motor control which is then developed into motor movements such as walking, jumping, running and the following.

6. non-locomotor skills

Non-locomotor skills are skills to be able to carry out certain movements without having to move or move. This means that movement occurs without moving the body from one place to another.

7. Improve body movement coordination

Training material to improve body movement coordination includes, namely, coordination between eye and hand movements, coordination between eye and foot movements, coordination between hands and feet, coordination between eye movements of hands and feet, and coordination of movements between hands and feet with other senses such as (hearing, touch, smell and taste).

- Movement building method

There are many methods and techniques that can be used to train movement control for children with physical impairments, including:

1. perceptual motor activity

Perceptual movement activity is a child's basic ability to receive, interpret and respond well to sensory information, whether through sight, hearing, touch and speech. This skill is preventative for overall movement skills.

Examples of activities to develop perceptual movement abilities are:

- Gross motor activities (locomotor) or walking, jumping, running and so on
- Festibular activities are climbing, balance boards, cylinder tunnel jumps, and so on
- Visual motor activities (manipulative) or arranging puzzles, drawing, walking in color boxes and so on
- Auditory motor activities or singing while moving
- Tartile activities or touch touch massage and so on
- Lateralization activities or awareness of the side of the body or direction of movement
- Body awareness or awareness of body parts
- Spatial aurelness or awareness of room position and so on

2. skills training

Certain skills training can be used as a vehicle to instill movement abilities in children who experience motor disorders, for example skills in holding, pinching, catching, throwing, skills in daily living (ADL), self-development, skills, writing, drawing and so on.

One of the special skills that is emphasized is vocational skills, namely skills that include skills to carry out work that can support oneself properly and can be profitable. The

development of these life skills is adapted to the talents and interests and needs of children with special needs in accordance with the facilities and infrastructure and conditions of the school and in public. The vocational skills for disabled children include weaving skills, designers, computers, painting, sculpture, culinary arts, convection, music, broadcasting, animal husbandry, mechanics, and so on.

3. games

Playing is an activity to channel emotions such as joy, agreement and annoyance through games.

By playing, children's intelligence potential will be felt even more during the child's development period. Playing is an important process that children must go through. Besides being able to create a sense of joy in playing, it can also train children's gross and fine motor skills without realizing it. Playing activities are one of the activities that can stimulate children's motor skills, both gross and fine motor skills (Sutini, 2018)

-For example in the game of throwing the ball

The game of throwing is a complex manipulative skill in which one or two hands are used to throw an object away from the body into a certain space. According to Sujiono, (2009) catching is a movement relying on the hands limited to the stomach which is directed to stop an object or ball that is soaring or rotating nearby.

Children's throwing and catching ball skills will develop along with their ability to move to adjust the position of their body and hands according to the object they are throwing or catching, so that children become more flexible and do not experience stiffness.

4. and sports education

Sports education is one approach that can develop individual movement abilities, both locomotor, non-motor, movement coordination, muscle strengthening, muscle relaxation, maintaining muscle strength, training joint movements, etc.

Students are required to be creative in practicing sports activities that have meaning so that the sports activities carried out can improve the movement abilities of disabled children.

Children with physical impairments need facilities that support the improvement of movement and mobility development both at home and at school. Half the time children with physical impairments spend at school. Schools should provide facilities to improve movement and mobility for disabled children to carry out sports activities, especially those using wheelchairs

One of the sports activities that disabled children can do is running using a racing wheelchair or what is called wheelchair racing.

- The goal of building movement

Physically disabled children are different from other children with special needs, considering their limited movement abilities, especially children with cerebral palsy, there are cerebral palsy children who are able to mobilize with the help of tools (support aids) and there are those who are able to mobilize without assistive devices (support aids). For disabled children, self-development skills cannot be separated from movement skills, so the term daily living (ADL) activities are called self-development and movement development. The objectives of self-development and movement development for disabled students are:

- i. So that disabled children have the ability to move muscles in harmony, balance, health and strength so that they are able to carry out movements according to their function.

- j. So that children with physical impairments are able to adapt to their environment so that children with physical impairments are able to overcome the difficulties they face in everyday life.
 - k. So that children with physical impairments have knowledge, attitudes, values and sensory motor skills so that children with physical impairments are able to adapt to their environment.
- Movement building function

The function of movement development is as follows:

- a. Developing the ability of limbs that have difficulty moving so they can function.
 - b. Continuously develop and train students to be able to meet their life needs.
 - c. Developing students to understand and be aware of the relationship between the trainer or teacher and the individual so that there is harmonious contact.
- Scope of movement building materials
- The scope of movement building material is organized into several, namely:
- a. Head control movement
 - b. Movement of body parts
 - c. Move yourself
 - d. Coordinating movements
 - e. Help yourself
 - f. Assistive tools
 - g. Save yourself from danger
 - h. Game
 - i. Mobility
 - j. Practice using tools
 - k. Study aids
- Implementation of movement construction
- There are several steps in implementing movement development, namely:
- a. All movements are taught according to normal movements
 - b. The sequence of movements is used as a task analysis
 - c. Using modification tools
-

Conclusion

Self-development and movement development are all efforts and forms of assistance in the form of planned and programmed guidance and training for students with physical impairments, in order to develop themselves both as individuals and social beings who participate in society so that the ability to take care of themselves and help themselves is realized.

The goal of movement development that is to be achieved in movement development is to improve and develop movement functions in children to provide provisions and train movement control which can enable children to move to participate and socialize in their environment. Movement development material also consists of strengthening weak muscles, relax stiff muscles, maintain muscle strength and prevent muscle atrophy, improve movement in joints, locomotor skills, non-locomotor skills, and improve body movement coordination. There are also movement development methods and techniques that can be used to train movement control in children with physical impairments, namely: perceptual movement activities, skills training, games and sports education. For children with physical impairments, self-development skills cannot be separated from movement skills, so the term active daily living (ADL) is called self-development and movement development.

BIBLIOGRAPHY

Ayunda Ragi Listiana, 2011 Psychosexual development in children, Faculty of Psychology, UMP

Journal of Special Needs Education Research Volume 6 Number I 2018

THE IMPORTANCE OF SPECIAL SELF-DEVELOPMENT AND MOVEMENT DEVELOPMENT PROGRAMS IN CEREBRAL PALSY CHILDREN, Special Education Study Program, Lambung Mangkurat University.

Sella Annisa Anatasiya and Endang Pudjiastuti Sartinah, (2017), The Influence of the Direct Learning Model on the Vocational Skills of Students with Physical Impairments at SMALB-D YPAC Surabaya.

Ulwa Humairok Gandes Luwes, Dwi Aries Himawanto, Herry Widyastono, (2021), Journal of Science and Technology, Special Education Study Program, Postgraduate, Sebelas Maret University, Surakarta, Indonesia.