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# Survey of Physical Fitness Levels of Deaf Students at SDLB Putra Pancasila

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**Abstract**

**Study purpose**. This study aims to describe the physical fitness levels of deaf students at SDLB Putra Pancasila.

**Materials and methods**. The method used was a descriptive survey with data collection techniques in the form of physical fitness tests that have been adapted for children with special needs, such as the Eurofit test, which includes the Bent Arm Hang Test, Sit & Reach, Harvard Step Test, 50-metre run, and Flamingo Balance Test.

**Results**. The survey results indicate that most deaf students at SDLB Putra Pancasila fall into the low to moderate physical fitness category. This finding aligns with similar studies at other special schools, which suggest that low daily physical activity levels and limited sports facilities also influence the physical fitness outcomes of deaf students.

**Conclusion**. This study recommends the need to enhance adaptive physical education programmes and provide adequate sports facilities to support improvements in the physical fitness of deaf students at SDLB Putra Pancasila.

**Keywords:** Physical Fitness, Deafness, Special Needs School

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## Introduction

Physical fitness is an important aspect in supporting a person's health and quality of life, including children with special needs such as deaf students (Fitriatun, 2023). Physical fitness is not only related to physical ability, but also influences motor development, psychological development, and social interaction skills (Syafrial, 2023). Deaf children face unique challenges in physical activity due to communication limitations and an environment that is not yet fully supportive (Xu, 2020). In Indonesia, attention to the physical fitness of deaf students is still minimal, especially in special schools (SLB) that provide special education for them. SDLB Putra Pancasila is one of the schools that provides educational services for deaf students. However, there is not much data that clearly describes the level of physical fitness of deaf students in this school.

Children with special needs (ABK) are children who have special needs ranging from physical, psychological, social to emotional (Pursitasari, 2019). The World Health Organisation predicts that around 10% of school-aged children have special needs, with the number increasing every year. In Indonesia alone, an estimated 4.2 million children are considered to have special needs (Desiningrum, 2016). Physical activities that can be applied to children with special needs should be more educational and creative in various skills, from performing daily activities to socialising with their environment (Fadoli, Hendi I., 2022; Murtiningsih, 2020).

Adaptive physical education tailors teaching programmes to the conditions and needs of deaf children. Teachers need to consider factors such as growth, development, individual abilities, and limitations in facilities and infrastructure (Taufan, 2019; Syafrial, 2023). The physical activities provided include: stationary movements, movements involving changing positions, balance movements, recreational games, gymnastics, aerobics, water games, and table games. All these activities aim to improve strength, flexibility, agility, speed, and endurance. Teachers play a crucial role in modifying games and physical activities to suit the needs of deaf children. Teachers must also ensure that each activity begins with a warm-up, balanced group division, and strict supervision to ensure safety and the effectiveness of learning (Syafrial, 2023). Teachers need to provide clear instructions, use visual aids, and create an inclusive and supportive learning environment (Wulandari, 2020).

One of the limitations for children with special needs is difficulty with hearing, commonly referred to as deafness. Deafness is a disorder or dysfunction of a child's hearing organs. There are two categories related to hearing impairment, namely deafness and hearing impairment. The language of deaf children differs from that of normal children in general. Difficulties in understanding commands can affect children's understanding of the material being conveyed, but this does not reduce or eliminate deaf children's opportunities to be productive in their lives. For deaf students, special physical education plays a very important role in developing their potential (Wulandari, 2020). Through special physical education, physical fitness plays a significant role in enabling deaf students to participate in school learning activities (Khalili Moghaddam, 2019).

The role of adaptive physical education teachers is very important in the implementation of learning in Special Schools because many students with special needs cannot do it completely on their own. One thing that teachers can pay attention to in the process of physical education and health education is the learning model applied to their students (Rombot, 2017; Lestari, 2020). A learning model is a plan used to design learning. Because each student's growth and development needs are different, teachers can adapt physical education learning models to the learning situation at hand to meet their individual needs (Sudarmono, 2023; Sonjaya, 2021). Teachers as facilitators for children with special needs must be able to meet the needs of their students. They need to add and adjust their instructions during the learning process. Therefore, physical education teachers need to be creative and careful in choosing the right and appropriate methods (Fadoli, 2022).

Physical fitness is a general state of health and well-being and, more specifically, a person's ability to perform sports, work, and daily activities without excessive fatigue (Kurniasih, 2024). Physical fitness refers to a person's ability to perform daily activities without causing significant fatigue. Physical fitness is the ability of a person's body to perform daily activities without causing severe fatigue (Suryadi, 2021). Physical fitness is the body's ability to adjust the functions of its organs within physiological limits to a given situation in an efficient manner without fatigue, so that it can still perform other activities.

The ideal learning process is one in which there is two-way communication between teachers and students, so that the learning process becomes more enjoyable and engaging for students, thereby enabling learning objectives to be achieved (Cahyono, 2019). The play-based approach can provide students with greater mobility in participating in physical education

activities. The play-based approach is considered very suitable and applicable to deaf students, who are characterised by their love of play and their courage to take on challenges in accordance with their conscience (Maidar, 2017). One way to maintain physical fitness for deaf children is by providing traditional games that have been modified in terms of both the games themselves and their rules (Nolte, 2022; Erwanda, 2023; Kusumawati, 2017).

Based on the researcher's observations and observations of school conditions and the implementation of average learning, when conducting learning, teachers have not used modifications to facilities and infrastructure that have an impact on students' interest in participating in learning activities. Interest in the learning process is a psychological factor that influences how each person learns. Because interest influences students' willingness to engage in activities without coercion. Additionally, the learning process tends to be monotonous, leading to students feeling bored or disengaged, with a lack of enthusiasm, which is caused by the limited variety in learning activities, particularly physical fitness activities conducted by teachers at school. According to (Fadoli, 2022) explains that physical education and sports teachers need to demonstrate creativity in delivering material and creating learning experiences that motivate students to enthusiastically raise awareness of the importance of health and healthy lifestyles. In addition, games that encourage social interaction among students can enhance student growth and development (Basim, 2025).

## Materials and Methods

This study applied a survey method using a quantitative descriptive approach. This method was chosen to obtain an objective picture of the physical fitness level of deaf students in the form of numerical data, which was then analysed using descriptive statistics.

### *Study participants*

The research population consisted of all deaf students at SDLB Putra Pancasila. The sampling technique used was random sampling, whereby deaf students at SDLB Putra Pancasila aged 10-12 years, namely students in grades 4-5, were selected as research subjects, with a total of 20 students.

### *Study organization*

The main research instrument used was the Indonesian Physical Fitness Test (TKJI), which has been modified or adapted for children with special needs, particularly those who are deaf. This test covers several aspects of physical fitness, such as endurance, muscle strength, agility, and speed. This instrument has been widely used in similar studies on deaf students and is considered valid and reliable.

### *Statistical analysis*

The research procedure includes 1) Preparation, which consists of a) Obtaining research permits from schools and related parties. b) Preparing test instruments and communication aids (e.g., sign language or an assistant). 2) Test Administration, which includes a) Informing students about the test procedures. b) Conducting physical fitness tests in accordance with TKJI procedures for deaf children. c) Each student participates in the entire test series with the assistance of a teacher or staff member who understands the students' special needs. 3) Data Collection, systematically recording the results of each test item for each student. 4) Data Analysis, where the collected data is analysed using descriptive percentage analysis techniques to determine the distribution of students' physical fitness levels (categories: good, moderate, poor). 5) Reporting, compiling a research report and providing recommendations based on the findings. This research method is designed to suit the characteristics of deaf students, using a

descriptive survey approach, standardised instruments, and simple yet informative data analysis to describe the physical fitness levels of deaf students at SDLB Putra Pancasila.

**Results**

The study involved 20 deaf students at SDLB Putra Pancasila aged 10–12 years. Physical fitness measurements were conducted using the Eurofit test battery, which consisted of: 1) Bent Arm Hang Test (arm muscle strength). 2) Sit & Reach Test (flexibility). 3) 50-metre run (speed). 4) Flamingo Balance Test (balance). 5) Harvard Step Test (cardiovascular endurance).

**Table 1**. The measurement results show the distribution of physical fitness categories.

| Fitness Category | Number of Students | Percentage (%) |
|---|---|---|
| Good | 3 | 15 |
| Fair | 9 | 45 |
| Poor | 8 | 40 |
| Total | **20** | **100** |

**Table 2.** Average Physical Fitness Test Score

| Fitness Test | Average Score | Category* |
|---|---|---|
| Bent Arm Hang (seconds) | 12,5 | Moderate |
| Sit and Reach (cm) | 18,3 | Poor |
| 50-metre Run (seconds) | 10,8 | Poor |
| Flamingo Balance (errors) | 6,2 | Poor |
| Harvard Step Test (heart rate) | 85,4 | Moderate |

* Categories based on physical fitness standards for deaf and adaptive children.

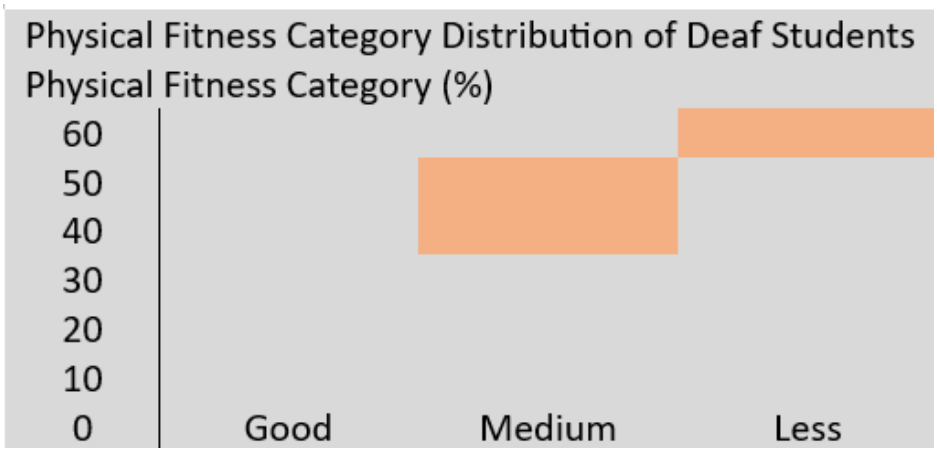


Figure 1. Statistical Graph

Description: 1) Good: 15%. 2) Medium: 45%. 3) Less: 40%

Interpretation of Results

Most students (85%) were in the moderate to poor category in terms of physical fitness, indicating the need for improved physical training programmes specifically for deaf students at SDLB Putra Pancasila. The 50-metre sprint and balance tests showed relatively low scores, indicating that agility and motor coordination require more attention. These results are

consistent with research at other special schools, which shows that the physical fitness of children with special needs, including the deaf, remains at a level that needs improvement. Factors that influence physical fitness levels include a lack of regular physical exercise, limited facilities, and environmental support such as the role of teachers and parents. Surveys of physical fitness levels among deaf students at SDLB generally indicate that many students fall into the moderate to poor fitness category. This highlights the need for more structured physical fitness development programmes, adequate environmental support, and the adaptation of measurement methods that are communicative and adaptive to the needs of deaf students.

The main factors suspected to influence this low level of physical fitness include: 1) Lack of regular physical activity outside of school lessons. 2) The existing physical education programme at school is not yet optimal and has not been fully adapted to the needs of deaf students. 3) Lack of specialised physical education teachers who can provide appropriate attention and teaching methods for deaf students. 4) In terms of the physical fitness aspects tested, such as cardiovascular endurance, muscle strength, and agility, test results indicate that deaf students tend to have endurance and muscle strength that still need improvement. This aligns with the tendency of deaf students to spend more time sitting and being less physically active due to limitations in verbal communication and physical activities. This data indicates the need for more intensive and targeted adaptive physical education programmes for deaf students, including the involvement of specialised teachers, enhancing student motivation, and parental support for physical activities outside of school.

**Discussion**

Deafness is a term used to refer to individuals who experience partial or total hearing impairment or disability, making it difficult for them to receive and understand information through sound or noise (Maidar, 2017; Wulandari, 2020). Deafness is a condition of hearing loss or impairment that causes barriers to communication and language development, requiring special treatment and educational services in order to develop optimally (Khalili, 2019; Wulandari, 2020).

Physical fitness material is considered very important to be taught to students, because unconsciously in physical education, sports, and health lessons at school, students perform physical fitness activities on their bodies, which indirectly helps to keep their bodies healthy and fit (Basim, 2025; Lufthansa, 2022; Fadoli, 2022). According to (Budianto, 2019) Physical fitness is the ability of the body to perform daily physical activities or work without causing significant fatigue. The physical fitness of normal children in Indonesia generally varies, depending on their age, gender, and level of physical activity, unlike children with special needs or disabilities. Most children with special needs have lower physical fitness levels due to their physical conditions, which require full care and attention (Moh, 2020; Bremer, 2018; Engel, 2018; Rahayu, 2018; Fitriyah, 2019).

When teaching physical activities to deaf children, there are several obstacles that are often encountered, including: 1) Communication difficulties.

Deaf children experience barriers to verbal communication due to their hearing limitations, making it difficult for them to understand the physical education teacher's verbal instructions. This makes it hard for them to follow instructions and participate in physical activities properly. 2) Limited Understanding of Instructions, Deaf students often make mistakes in performing physical activities because they don't fully understand the instructions given. Teachers often use demonstration methods, but the lack of variety in learning media and supporting facilities and infrastructure poses a challenge. 3) Low Motivation and Participation,

Some deaf children tend to be less active or even lazy during physical education lessons. This may be due to fear, such as fear of being hit by a ball while playing, or a lack of internal and external motivation from teachers. 4) Psychomotor and Gross Motor Impairments, Deaf

children face challenges in gross motor skills involving large muscles, although physically they are nearly identical to typical children. Hearing loss does not directly hinder gross motor skills, but special stimulation is needed to maximise motor development. 5) Limited Facilities and Learning Modifications: The lack of adequate facilities and infrastructure, as well as the lack of curriculum modifications and adaptive physical education methods tailored to the needs of deaf children, are major obstacles in the physical education learning process. 6) Social and Psychological Barriers: Deaf children may also experience problems in social interaction and behaviour that affect their participation in physical activities.

Some of the challenges faced include the following efforts to address them: 1) Use of Sign Language and Visual Demonstrations, Physical education teachers need to master basic sign language and use more visual demonstration methods so that deaf children can better understand instructions. 2) Modifying Games and Activities: Sports games can be modified to suit the needs of deaf children, such as adjusting game rules, reducing the risk of injury, and providing guided freedom in physical activities. For example, the modified green-black game can be used to stimulate gross motor skills in deaf children. 3) Creating an Inclusive Learning Environment, A supportive and inclusive environment is crucial for deaf children to feel accepted and motivated to actively participate in sports. 4) Teacher Training and Sensitivity, Physical education teachers must possess high skills and sensitivity toward the needs of deaf children, including the ability to provide easily understandable exercise models and conduct careful observations to adjust teaching methods. 5) Use of Varied Learning Media, Varied and innovative learning media such as videos, images, and other visual aids can help deaf children better understand sports material. 6) Mentoring and Team Collaboration, Collaboration between physical education teachers, mentors, and support teams is essential to provide optimal guidance for deaf children in adaptive sports learning.

**Conclusions**

Based on the results of the survey and analysis of the physical fitness data of deaf students at SDLB Putra Pancasila, it can be concluded that: 1) Most deaf students have a level of physical fitness that is still in the moderate to poor category. 2) The aspects of physical fitness that require the most attention are speed, balance, and flexibility, which show relatively low scores compared to the physical fitness standards for children of the same age. 3) The factors contributing to the low level of physical fitness include a lack of structured routine physical activity and the suboptimal nature of physical education programmes tailored to the needs of deaf students. Therefore, efforts to improve the physical fitness of deaf students at SDLB Putra Pancasila are urgently needed to support their overall health and quality of life.

Based on several research findings, researchers offer the following recommendations: 1) Enhancement of Adaptive Physical Education Programmes: Schools need to develop and implement physical education programmes specifically designed for deaf students, using communicative and easy-to-understand teaching methods, such as sign language and visual aids. 2) Teacher and Assistant Training: Physical education teachers and assistants for deaf students should receive special training to manage physical activities that are appropriate for the students' abilities and needs. 3) Improving Sports Facilities and Equipment: Providing sports facilities that are accessible to students with special needs will make it easier for them to engage in regular and enjoyable physical activities. 4) Parent and Community Involvement: Parents and the surrounding community are encouraged to support and motivate deaf students to engage in regular physical activity and exercise outside of school hours. 5) Further Research: It is recommended that further research be conducted with a broader scope and additional variables, such as the impact of physical fitness on academic performance and the quality of life of deaf students.

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