

COMPARATIVE STUDY ON TRAMPOLINE AND WOBBLE BOARD TO IMPROVE BALANCE IN CHILDREN WITH INTELLECTUAL DISABILITIES

Nur Khotimah Elfiyani^{1*}, Abdul Chalik Meidian²

¹ Program Studi Fisioterapi, Institut Kesehatan Hermina

² Program Studi Fisioterapi, Universitas Esa Unggul, Indonesia

Article Info	ABSTRACT
Article History: Received 06/05/2026. Revised - Accepted 14/07/2026 Keywords: Trampoline Wobble Board Balance Intellectual Disability	<i>Background: Children with intellectual disabilities often experience motor and postural challenges, which hinder their ability to maintain balance. Objective: This study aimed to evaluate the effectiveness of trampoline and wobble board exercises in improving static and dynamic balance in children with mild intellectual disabilities. Method: Fourteen children aged 8–15 years were randomly assigned into two groups: trampoline exercise (n=7) and wobble board exercise (n=7). Interventions were conducted over six weeks, with a frequency of three sessions per week. Balance was assessed using Berg Balance Scale (BBS) before and after the intervention. Results: Both groups demonstrated significant improvements in balance performance. The trampoline group's mean BBS scores increased by 1.85 points, and the wobble board group's by 1.42 points. However, no significant difference was observed between the two interventions. Conclusion: These findings suggest that both methods effectively enhance balance through proprioceptive training, though with slightly different mechanisms. This study highlights the effectiveness of trampoline and wobble board exercises in improving balance in children with intellectual disabilities. These interventions can be integrated into rehabilitation programs to support motor skill development and social inclusion.</i> Keywords: Trampoline; Wobble Board; Balance; Intellectual Disability.
*Corresponding Author: nur.khotimah91@alumni.ui.ac.id	