

## Implementation of Adaptive Physical Education at the Inclusive Organizing School in Martapura District

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### Abstract

This study aims to determine how far adaptive physical education is implemented in inclusive schools. This research uses descriptive qualitative research with a case study model. Collecting data using techniques The interview used is the unstructured interview and observation. The subjects of this study were school principals, adaptive physical education teachers and special mentor teachers (GPK), and children with special needs students. Data analysis used is data reduction, data display, and conclusion.

The results showed that the formulation of learning objectives was clear but not by conditions such as challenges in planning and implementing adaptive physical education programs, such as limited infrastructure and lack of teacher knowledge in accommodating the needs of students with special needs. This study suggests the need to improve the quality of syllabus programs and lesson plans to meet the needs of students with special needs and for teachers to receive special training in adaptive physical education. This study also recommends providing adequate infrastructure and facilities and promoting inclusive education.

### Keywords

Adaptive Physical Education, ABK, Primary School

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## 1. INTRODUCTION

Every human being is born with the same Human Rights (HAM). One right obtained is the right to get an education regulated in Article 28 C Paragraph 1 and Article 31 paragraph 1. Then, Article 5 of the National Education System Law also explains, "Every citizen has the same right to obtain quality education." Education is the right of all citizens, even from birth. This is regulated in the 1945 Constitution Articles 27 and 28.

Schools providing inclusive education are organized to accommodate all students with different needs and obstacles in the learning environment. Teachers are important in implementing inclusive education and understanding children with special needs (Sahli Lozano et al., 2022). Inclusive schools have students with various barriers, such as vision, hearing, motor skills, emotions, behavior, etc. In the context of inclusive education, physical education services are provided to all children with different characteristics (MacNamara et al., 2011). Movement activities carried out by children with special needs are useful for meeting their needs for movement and supporting their growth and development, both physically and psychologically, so that all their potential is optimal.

Adaptive Physical Education is here to provide special sports services to train the movement (motor) abilities of Children with Special Needs (ABK). Sports with disabilities are sports that are specifically carried out according to the condition of a person's physical and mental abnormalities. (Law No. 3 of 2005 Article 1 paragraph 16). Inclusive education as public policy has existed since 2012 in South Kalimantan. Still, it has not run optimally, such as the availability of facilities and infrastructure, inclusive-friendly school physical buildings, budget policies, and resources in the form of special assistant teachers.

Therefore, learning physical education becomes more complex for physical education teachers to fulfill all children's needs for movement and can optimally increase their potential (dos Santos Duarte Junior et al. 2022). Various educational services are provided in implementing inclusive education for children with special needs, including adaptive physical education. Adaptive physical education is a program adapted and modified based on the needs of students' conditions (Ainin 2011). Adaptive physical education is a learning process closely related to physical activity to make holistic changes in each individual's physical, mental, and emotional aspects.

Physical education focuses on the use of individual locomotion. Agustina Gina (2017) explains that implementing adaptive physical education in inclusive schools uses individualized learning, where the material provided is adapted to the student's circumstances so that each student can benefit from learning Adaptive Physical Education. Emelyanova and Podolskaya (2021) emphasize the benefits of adaptive physical education for children with special needs. One is to develop the body's compensatory abilities to increase the realization of static, dynamic, and coordination functions. So that the mental and moral aspects also experience changes and a positive relationship with an increase in quality of life (Diaz et al. 2019). Adaptive physical education utilizes health tasks in learning, adjusting individual needs to generate interest in motor activity through various types of physical exercise (Adyrkhaiev, 2017). In the context of inclusive school administrators, physical education services must be provided to individuals with various characteristics, including children with special needs. They have the right to physical education, which helps reduce each individual's barriers and needs (Campos et al., 2019). Adaptive physical education learning always strives for all individuals with special needs to get the best educational services according to their needs and obstacles.

So far, problems with children with special needs in schools still occur because the buildings are not accessible for people with disabilities, and there is no special accompanying teacher (Saleh 2022). Schools that accept even though there are no GPK and facilities that are not yet accessible, it is hoped that inclusive schools will be able to provide the best goals so that children with special needs can get an education. Opportunities are given to children with special needs to study together with other children in a school provided with inclusive education services (Mukti and Harimi 2021). The

implementation of inclusive education needs the readiness and support of various parties, including educators, who are ready in the sense that they are able and willing to educate children with special needs (Wardhani, 2020). Not all inclusive schools run effectively at the school level, and implementing inclusive schools faces various problems. For example, policymakers at the education level have not fully made policies to support inclusive education (Achyar, 2018).

In adaptive physical learning, which often occurs when implementing physical education teaching and learning, the teacher does not differentiate between children with special needs at school. All of them are equal because children with special needs have special supervising teachers. Regarding the preliminary study, the researcher tried to explore the problems of implementing adaptive physical education learning in elementary schools to complement the shortcomings of previous researchers. Education for all is a commitment to equal opportunities for all children (Zwane and Malale, 2018).

Research conducted by (Sukadari 2020) shows that there are still many problematic issues regarding inclusive education, problems that must be addressed wisely. Another study (Ainin, 2011) explains that adaptive physical education is still not popular among physical education teachers in inclusive schools. This affects how many schools are successful or not in implementing adaptive physical education programs in inclusive schools.

This study aims to determine how far adaptive physical education is implemented in inclusive schools. This research is important to examine as a researcher's effort to examine the implementation of adaptive physical education and recommend it to stakeholders, especially in Indonesia's education field.

## 2. METHODS

This research uses descriptive qualitative research with a case study model. The research was conducted in schools in Martapura District, South Kalimantan. The subjects of this study were school principals, adaptive physical education teachers, and special companion teachers. Collecting data using direct observation techniques, then analyzed using an inductive model; This model is intended to clarify the data reduction process to create meaning from the raw data that has been collected. These findings were obtained to interpret basic information; The researchers used interviews to follow up on these findings. Interviews were conducted to find out the problems that occur. The interview used was unstructured. In the end, the researcher also added observation as an important source of data triangulation. Data validity was carried out by content, technical, and reference triangulation.

In this study, researchers used Miles and Huberman's theory (Sugiyono, 2015) to analyze data: 1) Data reduction (reducing selection and focusing) and changing data obtained from field notes. In this study, the data were unstructured interviews and observations distributed to the respondents. Then, the summary is made more accessible to analyze the data and proceed to the next step 2) Presentation of data (displaying compressed data compiled from a collection of information to allow for conclusions later. In this step, the researcher shows or displays data according to the data that has been prepared). Obtained and presented sequentially 3) Conclusion (after completing data reduction and displaying the data obtained, the researcher concludes the findings in the field during the research.

The grid of adaptive physical education instruments in this study can be seen in Table 1. as follows:

Sub-Variable/ Aspect	Indicator
Planning Adaptive Physical Education in Inclusive Organizing Schools	Preparation of adaptive physical learning programs
	Teacher and student readiness
	Compliance with the curriculum

Implementation Adaptive Physical Education in Inclusive Organizing Schools	Open learning skills Learning materials and methods Learning Accommodation Closing Learning
Assessment of Results or Evaluation of Adaptive Physical Education in Inclusive Organizing Schools	Evaluation implementation Follow-up evaluation

### 3. FINDINGS AND DISCUSSIONS

The study displays data interpretation results from unstructured interviews and direct observation with educators and students. Regarding the findings obtained based on the grid that has been developed, the results of the study are described as follows:

#### *Adaptive Physical Learning Planning in Primary Schools Inclusive organizers*

It is known that the results of data collection based on the research instrument grid on planning learning programs show that the use of lessons such as lesson plans and syllabi for adaptive physical education is classical and applies to all students without any differences. This is evidenced by the interviews conducted with resource persons such as school principals and physical education teachers. H: "How are the semester programs and learning syllabus organized, and are they by the curriculum?"

K (Principal): "Preparing the semester program and syllabus is done before the learning activities begin. Usually, they have been prepared beforehand. Someone had already made it long ago, but there was already a guide from the class teacher. Yes (there are already guidelines), for the curriculum to adapt to student's circumstances, "but several obstacles, such as learning media, are not optimal.

In addition, interviews were also conducted with adaptive physical education teachers with the following results;

L (Physical Teacher): "The preparation of the semester program refers to and refers to the 2013 curriculum, which will later be developed and adapted to the syllabus and lesson plans. Thus, adaptive physical education teachers carry out the semester program and adaptive physical education learning syllabus in inclusive elementary schools long before learning begins. The preparation of the semester program refers to the existing curriculum guide, namely the 2013 curriculum for public schools, which adapts to the conditions of students.

Furthermore, the results on teacher and student readiness indicators when participating in Physical Education learning carried out by Physical Education teachers prepare themselves before teaching, such as looking back at the lesson plans that have been made before. Physical education teachers try to find information via smartphones or ask other teachers to try to find sports that suit the abilities of each student. The results of interviews conducted with school principals and physical education teachers are as follows;

H: "Are teachers and students ready to run inclusive schools in elementary schools"?

K (Principal): "Actually, in terms of school management, we are not ready to educate children with disabilities, but now every school is obliged to accept all children, and our human resources are still limited, and all schools in our area have issued decrees for inclusive schools, while of student readiness. Students are always ready to accept learning. Interviews were also conducted with the teacher to corroborate the statements.

L (Physical Teacher) "I, as a physical education teacher, am ready to teach students, but there are still many obstacles in learning, such as having to accommodate learning, in terms of learning media and infrastructure that are still minimal in schools, for the readiness of students there are indeed some students who I am not ready to accept learning because there is learning that I don't like, but I, as a teacher, must be skilled in processing teaching materials that have been adapted for children so that they are fun and acceptable.

It can be concluded that the lesson planning has followed the K13 curriculum and adjusted to the child's abilities. However, there are still obstacles, such as constraints on learning media that are still not optimal and management in schools, such as infrastructure which is still minimal, and teacher knowledge in accommodating adaptive physical learning for students.

### *Implementation of Adaptive Physical Education Learning in Elementary Schools*

It is known from the data collection results based on research instruments at the implementation stage of learning by opening lessons, namely initial activities, and apperception. The initial activities to start learning are by saying greetings and praying. The physical education teacher raises the enthusiasm of students by greeting each other. This aims to prepare students to learn and provide motivation for students. In addition, in this opening activity, the teacher can also see the readiness of students to learn.

Learning objectives to students are conveyed that the teaching and learning process will go well. Several factors will influence one of them is the readiness of a teacher, and student. Teachers must be able to control their students. Interviews were conducted with physical education teachers and special tutoring teachers.

H: "Usually, how is the implementation of adaptive physical learning for the initial opening of learning activities that will be carried out?" The researcher quoted based on the results of interviews with (L), an adaptive physical education teacher who said that the order in opening the first lesson was to collect it first by lining up. Then it is inserted with a variation of applause so that they focus. After that, there was prayer, attendance, material delivery, and warm-up. Usually, first... we gather on the field, we... clap first, ok, clap first to let them focus on us, then... what? Greetings, prayers, and attendance, followed by warm-up and exercise.

The physical education teacher's skills in opening learning are in line with the lesson plans that have been filled in by the physical education teacher with the initial L and the results of interviews with key informants that have been conducted. According to the resource person, RY (special supervising teacher), " the technique used in opening the lesson is correct and orderly. It is up to us as teachers to persuade the child to participate in learning. But usually, there are still children who want to stay in class, so at that time, the teacher usually doesn't force it because the child can throw tantrums.

Based on several statements from sources, it can be concluded that the adaptive physical education teacher's skills in opening learning are good and follow the lesson plans because they have fulfilled the aspects or things that must be done when opening learning. Starting from lining up students,

Greeting, leading prayers, attending, delivering material, and warming up before entering the core of learning. Physical education teachers also provide variations in learning, such as clapping their hands to encourage students during adaptive physical education learning.

Furthermore, in the accommodation section for adaptive physical education teachers with the initials (L), they have made adaptive physical education learning accommodations for children, such as athletic material, namely walking and running. The physical education teacher has made learning accommodations using students using walking aids, either wheelchairs or walkers. Some students can walk without assistive devices but are constrained by their poor motor condition. Whereas for those who use assistive devices such as wheelchairs or walkers, the important adaptive physical education teacher instructs them to perform locomotor movements, namely moving from one point to another. At

the time of starting, the start is also not like in general but uses a standing start for those who can stand, and a sitting starts for those who cannot.

In addition, the accommodation for floor exercises where the physical education teacher helps students do a forward roll by holding the back leg and then pushing it so that students roll forward. After that, when doing the sit-up movement, the teacher provides a modification of the sit-up, namely using the students being allowed to hold the legs or the cloth of their pants to pull their bodies so they are lifted. The teacher also provides pulling assistance when the student cannot do sit-ups.

This is as stated by interviewees L and RY. Resource person R said: Yes, there is. Like before, the tennis ball is modified for relay balls between friends. So the system is that the children are made into groups, then the small balls are tennis balls, their function is for tennis, they are for hand motor training, the same for practicing love, what are they... moving around like that. Meanwhile, RY's source said, "Yes, we have to use games, so we always have a system, namely learning while playing. Especially for children like this who just want to keep playing," when asked about the modifications made by adaptive physical education teachers.

### *Evaluation Assessment*

Based on the results of interviews with several informants regarding the evaluation aspect, the evaluation of the implementation of adaptive physical education learning in inclusive schools is that there is a routine evaluation after each lesson is completed by repeating the material that has been studied and asking students to learn more at home so they can do it soon. Then there is the most common evaluation, which is evaluated at the end of each semester. There is theory and practice. Furthermore, the Physical Education teacher (L) said that evaluation is usually carried out every three meetings because usually, one material requires three meetings with details of 2 materials and one evaluation of scoring. We also evaluate several aspects, both written and practical tests, to make the assessment activities more accurate.

Then a follow-up of the evaluation was carried out according to the special supervising teacher (RY). Namely, if students were able and considered capable of carrying out the material provided, they would proceed to the next material, but if there were students who could not yet, they would be taught again, and even the material is lowered again and adapted to the child's abilities. If you have been taught extra, you are still unable to do it. It means the students' ability is already maximal, and the teacher no longer forces it. Meanwhile, according to resource person K as the school principal, the most important follow-up was in the direction of correcting the existing evaluation results. Still, indeed, the evaluation was not carried out fully because of constraints in teaching materials and infrastructure which were not yet optimal, why can't it be like this and that? Therefore, the follow-up is to improve his movement routine to increase his movement ability.

From some of the sources above, it can be concluded that the evaluation was carried out in 3 meetings with two material details not only to reveal learning outcomes in the cognitive domain but also to reveal learning outcomes in the affective and psychomotor domains during the evaluation, there were still obstacles where teaching materials and infrastructure had not been optimal. Students are treated equally so as not to harm one or a group of students being assessed. The teacher evaluates several aspects of the written test and the practice to make the assessment activities more accurate.

### *Discussion*

Based on the study results, several findings were obtained from unstructured interviews and observations with educators and students regarding implementing adaptive physical learning in inclusive elementary schools and planning. The indicators of learning program planning found that lesson plans and syllabi for adaptive physical education are classical and apply to all students. In this case, adaptive physical education teachers carry out the semester program and adaptive physical education learning syllabus in inclusive elementary schools long before learning begins. Physical

education learning is carried out by modifying material that is more simplified. The duration is more compressed according to the abilities of students with special needs, modifications to the learning environment, and the media used (Saryono 2008). The preparation of the semester program refers to the existing curriculum guide, namely the 2013 curriculum, for public schools, which adapts to the conditions of students. However, there are obstacles in management at the school, such as inadequate infrastructure and teacher knowledge in accommodating adaptive physical learning for students.

Furthermore, Physical Education teachers must also receive special training related to adaptive physical learning to properly accommodate students' special needs (Gemnafle and Batlolona 2021). On indicators of the readiness of teachers and students when participating in Physical Education learning, it was found that they prepared themselves before teaching, such as looking back at the lesson plans that had been made previously. Physical education teachers try to find information via smartphones or ask other teachers to try to find sports that suit the abilities of each student. However, there are obstacles in management at the school, such as inadequate infrastructure and teacher knowledge in accommodating adaptive physical learning for students. Meanwhile, at the implementation stage of adaptive physical learning, the physical education teacher uses initial activities and apperceptions to start learning. This initial activity was carried out to arouse students' enthusiasm by greeting each other and providing motivation for students. However, in implementing adaptive physical learning, there are obstacles in managing the school, such as inadequate infrastructure and teacher knowledge in accommodating adaptive physical learning for students.

To overcome these obstacles, it is necessary to provide adequate infrastructure, as well as training and developing teacher capabilities in accommodating the special needs of students in adaptive physical learning (Rokhani and Purnami 2021). In the long term, it is necessary to make changes in the education system as a whole to make it more inclusive and able to accommodate the needs of students with various special needs. This can be done by developing a more inclusive curriculum, improving facilities and infrastructure, and training and developing teachers' abilities to accommodate the special needs of students (Erni 2019). This research implies that it is hoped that all stakeholders must realize the importance of adaptive physical learning in elementary schools, especially to support inclusive learning, so that the desired learning goals can be achieved (Nurhaidah and Musa M.I 2015).

Based on these findings, it can be concluded that there are several obstacles in planning and implementing adaptive physical learning in inclusive elementary schools. These obstacles are related to school management, such as inadequate infrastructure and teacher knowledge in accommodating adaptive physical learning for students.

#### **4. CONCLUSION**

This article discusses research findings regarding implementing adaptive physical education in inclusive primary schools, focusing on program planning and implementation. Overall, this study reveals several challenges in planning and implementing adaptive physical education programs, such as limited infrastructure and a lack of teacher knowledge in accommodating the needs of students with special needs. This study suggests the need to improve the quality of syllabus programs and lesson plans to meet the needs of students with special needs and for teachers to receive special training in adaptive physical education.

This study also recommends efforts to provide facilities and infrastructure to support the implementation of adaptive physical education. The implications of this research highlight the importance of adaptive physical education in supporting inclusive education and achieving the desired learning outcomes. This study asks all stakeholders to recognize the importance of adaptive physical education for children with special needs in primary schools and work together to develop a more inclusive curriculum.

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