

Implementation of Adaptive Physical Education Learning in *SLB Negeri 1 Dompu* Learning Year 2022/2023

Amal fauqi¹, Rizky Aris Munandar², Mohammad Zaim Zen³, Muhtar⁴

^{1,2}, Dosen Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi, STKIP Yapis Dompu

³, Dosen Program Studi Pendidikan Jasmani, Universitas PGRI Jombang

⁴, Mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi, STKIP Yapis Dompu

E-mail : amalfauqi@gmail.com

Abstract.

This study aims to examine and analyze the implementation of Adaptive Physical Education learning in State Special School (SLB) 1 Dompu during the 2022/2023 academic year. Adaptive Physical Education is a learning method specifically designed to meet the learning needs of students with special needs in this school. This research uses a qualitative approach with the Case Study method. Data Collection Procedure Conduct observations, interviews, and document analysis to explore data related to the implementation of adaptive learning in SLB Negeri 1 Dompu. Based on the results of the study, it can be concluded that the implementation of Adaptive Physical Education Learning at SLB Negeri 1 Dompu in the 2022/2023 academic year contributes positively to educational inclusion with a percentage of Student Activeness in the Learning Process of 85%. Learning strategies tailored to the needs of students are able to increase student participation and achievement. This research can be a foundation for further development in improving the quality of inclusive learning in SLB Negeri 1 Dompu and similar schools.

Keywords: *adaptive physical education, learning implementation, inclusion.*

Abstrak.

Penelitian ini bertujuan untuk mengkaji dan menganalisis implementasi pembelajaran Pendidikan Jasmani Adaptif di Sekolah Luar Biasa (SLB) Negeri 1 Dompu selama tahun akademik 2022/2023. Pendidikan Jasmani Adaptif merupakan suatu metode pembelajaran yang dirancang khusus untuk memenuhi kebutuhan belajar peserta didik dengan kebutuhan khusus di sekolah ini. Penelitian ini menggunakan pendekatan kualitatif dengan metode Studi Kasus. Prosedur Pengumpulan Data melakukan observasi, wawancara, dan analisis dokumen untuk menggali data terkait pelaksanaan pembelajaran adaptif di SLB Negeri 1 Dompu. Berdasarkan hasil penelitian, dapat disimpulkan bahwa implementasi Pembelajaran Pendidikan Jasmani Adaptif di SLB Negeri 1 Dompu pada tahun akademik 2022/2023 memberikan kontribusi positif terhadap inklusi pendidikan dengan persentase Keaktifan Siswa dalam Proses Pembelajaran Sebesar 85%. Strategi pembelajaran yang disesuaikan dengan kebutuhan peserta didik mampu meningkatkan partisipasi dan prestasi belajar Siswa. Penelitian ini dapat menjadi landasan untuk pengembangan lebih lanjut dalam meningkatkan kualitas pembelajaran inklusif di SLB Negeri 1 Dompu dan sekolah-sekolah serupa.

Kata Kunci: Pendidikan Jasmani Adaptif, Implementasi Pembelajaran, Inklusi.

INTRODUCTION

Adaptive physical education is essentially learning that aims to train and develop motor, physical, social and individual health. Therefore, physical education is very important for students with special needs to train physical conditions and psychic / mental development and form a healthy lifestyle. Inclusive education is education that provides equality or equal opportunities for students who have disabilities or commonly called ABK (Children with Special Needs) with normal students to get learning in the same place. Inclusive education implements that children with disabilities are entitled to the same services

as normal children without discrimination. By (Permendiknas No. 70 of 2009) About inclusive education, namely "an education delivery system that provides opportunities for all students who have disabilities and potential intelligence or special talents to participate in learning education together with students in general

Adaptive Physical Education is becoming increasingly important in the context of inclusive education, especially in exceptional schools. a (2018) *SLB Negeri 1 Dompu* as one of the educational institutions that serves students with special needs is committed to providing adaptive and inclusive learning. This study was conducted

to evaluate the extent to which the implementation of Adaptive Physical Education in *SLB Negeri 1 Dompu* can achieve the goal of educational inclusion. This study aims to: 1). Identify Adaptive Physical Education learning strategies applied in *SLB Negeri 1 Dompu* 2). Evaluate the effectiveness of the implementation of Adaptive Physical Education learning in increasing student participation and achievement

METHOD

Types and Approaches of Research

This research will use a qualitative approach with the Case Study Method to gain a deep understanding of the implementation of Adaptive Physical Education in *SLB Negeri 1 Dompu* (Yatmiko 2015). This approach allows researchers to comprehensively explore the context and experiences of the participants. With this, the researcher will focus on *SLB Negeri 1 Dompu* as the main case, taking into account the uniqueness of the inclusive education environment in this institution.

Research Instruments:

- 1) In-depth interviews with teachers, educators, and students.
- 2) Direct observation of Adaptive Physical Education learning activities.
- 3) Analysis of documents related to the curriculum and learning methods used.

Data Collection Procedure:

- 1) The interview will be conducted with open-ended questions to get an in-depth view of the participants.
- 2) Direct observation will cover the learning situation of Adaptive Physical Education at *SLB Negeri 1 Dompu*.
- 3) Document analysis will involve evaluating the curriculum, teaching instructions, and other relevant documentation.

Data Analysis:

Data analysis will use an inductive approach. (Amal Fauqi and Month 2022). Qualitative data obtained from interviews, observations, and document analysis will be analyzed thematically to identify patterns, themes, and key findings and the research will

adhere to the ethical principles of research, including security, privacy, and participant consent.

Research Time:

This research is scheduled to be carried out during the time to ensure the achievement of research objectives optimally and scheduled in the following table.

Table 1: Draft Research Schedule 7 July to 30 November 2023:

No	Event Name	Moon				
		7	8	9	10	11
1	Preparation and approval	█				
2	Data collection		█			
3	Data analysis			█		
4	Report authoring				█	
5	Preparation of results and presentations					█

RESULTS AND DISCUSSION

Based on the results of observations and interviews conducted by researchers on school principals, PJOK teachers and student representatives. There are several broadly speaking:

The challenges in the implementation of inclusive education learning in *SLB Negeri*



- 1. Keberagaman Kemampuan Fisik dan Keterampilan Siswa
- 2. Kurangnya Sarana dan Prasarana yang Mendukung
- 3. Kurangnya Sumber Daya
- 4. Kurangnya Pelatihan bagi Guru Penjas Inklusif
- 5. Stigma dan Kesenjangan Sosial
- 6. Kebijakan dan Kurikulum Tidak Selaras

Dompu Regency can be seen in the following chart description:

- 1) Diversity of Physical Abilities and Skills of Students: The presence of students with different levels of physical abilities and

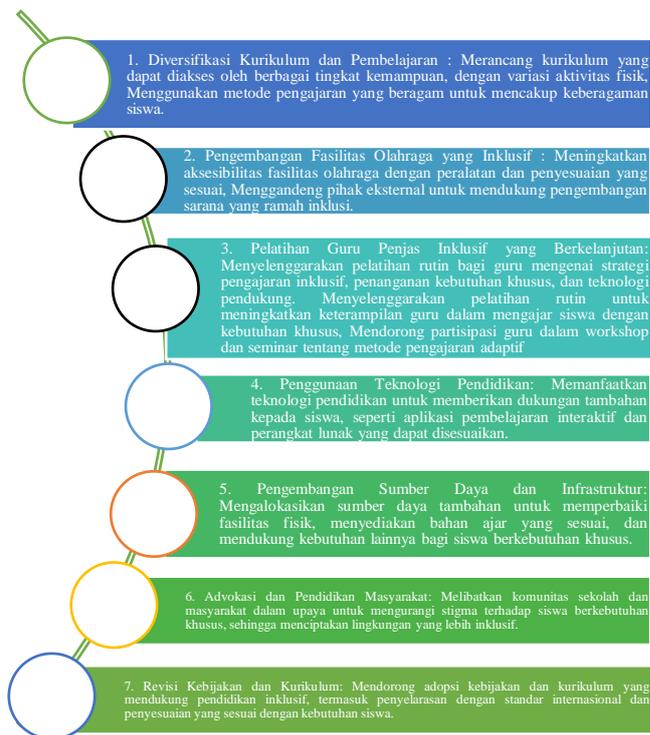
skills in one class, Difficulty in designing learning that can reach all students.

- 2) Lack of Supporting Facilities and Infrastructure: Limited sports facilities accessible to all students, Lack of adaptive equipment needed for students with special needs.
- 3) Lack of Resources: A major challenge in inclusive education is that schools experience limited resources, such as facilities, teaching materials, and special support for students with special needs.
- 4) Lack of Training for Inclusive Teachers: Many teachers have not received adequate training in managing inclusive classrooms, including teaching strategies that suit the needs of students with special needs. Teachers do not have specific skills to teach students with special needs.
- 5) Stigma and Social Inequality: Students with special needs are often stigmatized among classmates, which can affect their motivation and create an uncondusive learning environment.
- 6) Policy and Curriculum Are Misaligned: Sometimes, policies and curricula at the educational institution level do not fully support an inclusive approach, causing a gap between theory and practice.

From the various problem descriptions found by researchers to face challenges in inclusive learning requires a holistic and collaborative approach. By implementing appropriate strategies, such as curriculum diversification, development of inclusive sports facilities, continuous teacher training, and continuous evaluation, inclusive PE learning can be more effective and meet the needs of all students. This is in line with the spirit of Law No. 20 of 2003 Article 32 paragraph 1 which reads "special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social and / or special intelligence and talent potential". Education is one form

of effort to improve the quality of human resources (Ramadan 2020).

1. Strategies to Overcome Challenges in Inclusive Education Learning:



Through the implementation of this strategy, it is hoped that challenges in inclusive education learning can be overcome, and a more inclusive and supportive learning environment can be realized. This is in line with opinion (Kusmaryono 2023). To bring about effective change, school leaders, teachers and all elements must be actively involved in the change process together. This will determine the capacity of schools to become more inclusive. An inclusive school culture engages the school community in the form of collaborative learning and is supported by a democratic planning process.

2. Continuous Evaluation and Adjustment

a) Regular Monitoring and Evaluation:

- 1) Conduct regular monitoring of the progress of students with special needs.

- 2) Evaluate the effectiveness of learning strategies and make changes as needed.
- b) Collaboration with Parents and Experts
 - 1) Involve parents in the learning process and discuss effective strategies.
 - 2) Collaborate with inclusive education experts to gain valuable insights and advice.

In this case, continuous evaluation and adjustment as well as active and inclusive participation of all parties involved in the evaluation are very important. Involving students, parents, teachers, and other relevant parties in the evaluation process will increase understanding, awareness, and commitment to inclusive education. Evaluation of inclusive education must be carried out on an ongoing basis. Because inclusive education is an ever-evolving process. It is (Juntak et al. 2023) Says that; Continuous evaluation enables the identification of changing trends, new problems, and improvements and adjustments needed to maintain the successful implementation of inclusive education. Thus, researchers believe that conducting a comprehensive and structured evaluation, as well as taking appropriate corrective steps, the implementation of Adaptive Physical Education Learning in SLB Negeri Dompu Regency can continue to increase in effectiveness as expected.

DISCUSSION

Data analysis shows that *SLB Negeri 1 Dompu* implements various learning strategies, including activity modification, use of tools, and environmental adjustments, to meet the learning needs of students. You can see the following table:

Table 3. The Level of Effectiveness of the Implementation of various Adaptive Physical Education learning strategies at *SLB Negeri 1 Dompu*

No	Percentage	Qualification
1	$80\% \leq Ps \leq 100\%$	Very active
2	$60\% \leq Ps \leq 79\%$	Active
3	$40\% \leq Ps \leq 59\%$	Quite active
4	$Ps \leq 39\%$	Inactive

So student activities during the Adaptive Penjas learning process are in the "Active" category and are in accordance with the "Level of Effectiveness" of the learning process. With the distribution of the results of the level of activity of students who are active, Penjas is with the highest score ranging from 65-70% is the score with the most frequency, namely Active 9 students (65, 20%), while the score range of 45-59% is a score range with a fairly active frequency of 2 (15, 25%). And the score range of 20-39% is the score range with the least Active frequency of 3 (20, 45%).

From the results of the implementation of PE learning in schools, students show that students who are Active in the Learning Process are 11 and students who are not are 3 students in accordance with learning criteria related to effectiveness in the learning process of PE in *SLB Negeri 1 Dompu* Students with a percentage of Active students of more than 85%. Based on these conditions, the application of PE learning must be developed more effectively and use innovative models based on student needs. The results showed that the implementation of Adaptive Physical Education in *SLB Negeri 1 Dompu* had a positive impact on student participation and achievement. The adjustment of learning strategies can increase the motivation and involvement of students in physical activity.

The implementation of Adaptive Physical Education learning at *SLB Negeri 1 Dompu* received a positive response from students. The increase in student acceptance and participation in physical activities shows that the adaptive approach has succeeded in creating an inclusive learning environment, teachers and educators at *SLB Negeri 1 Dompu* have a crucial role in the successful implementation of Adaptive Physical Education learning. This is in line with opinion (A Fauqi 2022) say; Strong support from this side helps to create a learning atmosphere that

supports the physical and motor development of each student,)Despite the success, the implementation of Adaptive Physical Education faced several challenges. The lack of resources, both in terms of facilities and training for teachers, is a major obstacle that needs to be overcome to maximize the benefits of adaptive learning, The importance of measuring student progress using methods that are appropriate to individual needs is the focus in adaptive learning. Continuous evaluation is necessary to ensure that each student can develop his or her skills and physical potential optimally,

Based on the research findings, it is recommended that *SLB Negeri 1 Dompus* continue to develop adaptive learning models. This research is in line with research (Ashari 2021). Improvements to critical aspects such as facility improvement, teacher training, and technology integration can improve the effectiveness of adaptive learning in the future, The results of this study contribute to the development of inclusive education policies at the national level. Highlighting the importance of adaptive approaches in the context of physical learning, this study can provide valuable input for the formation of policies that support inclusivity in all schools. Overall, the implementation of Adaptive Physical Education at *SLB Negeri 1 Dompus* provides a positive outlook on efforts to create an inclusive educational environment and support the physical development of each student. While challenges exist, appropriate corrective measures can ensure the viability and success of this adaptive approach in the future.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of Adaptive Physical Education Learning at *SLB Negeri 1 Dompus* in the 2022/2023 academic year contributes positively to educational inclusion with a percentage of Student Activeness in the Learning Process of 85%. Learning strategies tailored to the needs of students can increase their participation and achievement. This research can be a foundation for further development in

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