

Adaptive Physical Education for Children with Special Needs at Lazuardi Kamila Elementary School

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Abstract: Physical barriers, intelligence and psychic can influence the physical activity of children with special needs. Physical activity for children with special needs can be learned in an adaptive physical education. This study uses type of qualitative approach with case study research strategy. The research aims to gain an overview of the implementation of learning adaptive physical education for children with special needs in inclusive schools elementary Lazuardi Kamila. The results showed that the adaptive physical education for special needs children in elementary Lazuardi Kamila is already well underway,

Keyword: adaptive physical education, children with special needs

INTRODUCTION

A healthy body effect on physical activity in daily life because in a healthy body there is a strong soul. The statement confirms that physical activity is very important for everyone. Some people experience barriers to physical activity, not least elementary school age children.

Physical activity in elementary schools studied in Physical Education and Health (Penjasorkes). Physical Education Sport and Health (penjasorkes) not only learned by normal children but also children with special needs. children with special needs is a child in the process of growth or development abnormalities or irregularities (physical, mental, intellectual, social, emotional) that require special education services (Riadin, Misyanto & Usop, 2017)

Special needs children have problems in motion activity. The World Health Organization (WHO) warned citizens of the world that because of lack of movement, including exercise, pose health threats, the risk will be even greater impact if experienced by children with special needs. Students with special needs fewer mempunyai involvement in motor activity compared with normal students (Qi & Ha, 2012) Therefore, the need to plan appropriate learning so that children with special needs to perform physical activity in physical education lessons at school.

Adaptive physical education lesson plans in school inclusion developed from the syllabus. Design learning planning models designed for deaf students with the following stages: (1) the development of the syllabus. (2) the development of the plan of implementation of the Program of Learning and Individual Learning (Tarjiah, 2017).

Appropriate learning strategies will facilitate students to absorb knowledge lessons delivered by teachers. The learning strategy are the parts that are interrelated with each other with the essential components of learning the way we work and how to transform the learning experience through learning technologies (Aini, 2015). Several kinds of adaptive physical education strategies that modify the technique of learning, learning environmental modification techniques, techniques to modify the learning activity.

Physical education for children with special needs is an adaptive physical education. Adaptive physical education is an individual program that includes physical / physical, motion fitness, patterns and basic motion skills, skills in water activities, dancing, sports games both individually and in teams designed for people with disabilities (Hakim, 2017). Adaptive physical education helps learners with special needs in order to solve problems in their physical activity.

Implementation of adaptive physical education in elementary school can not be separated from the standard basic education process. Standards include lesson planning process, implementation of learning, evaluation of learning that has been adapted to the ability of children with special needs.

Kids with special needs can obtain adaptive physical education in Schools and Educational Inclusion. Inclusive education is an ongoing process that is shown to offer a quality education to all people, and respect the diversity and needs and abilities, characteristics and different learning expectations of students and society (UNESCO, 2008).

Inclusion of physical education in schools does not escape from the problem. Priyono (2016) explains that there are some obstacles in the implementation

of adaptive physical education in inclusive schools include lack of GPK assisting children with special needs when teaching physical education takes place. Whereas one of the tasks of special education teacher (GPK) is to aid and assist children with special needs when experiencing difficulties in learning.

Problems inclusion of physical education in school is also influenced by the teacher. Kokaridas et al. (2014) explains that most of the teachers who teach physical education in public schools are assigned to teach students with special needs in the classroom inclusion does not know where to start, when to play and exercise is very important for psychomotor development of each child with special needs and normal child.

Social interaction and attitude also affects the physical education teachers in inclusive schools. 6 focus that affect the physical education in inclusion: (a) support, (b) influence on their peers without disabilities, (c) the attitudes and intentions of children without disabilities, (d) social interaction, (e) the physical condition of students with disabilities and (f) training and teacher attitudes GPE (Block & Obrusnikova, 2007).

Based on the background, researchers will carry out research to determine the enforceability of the adaptive physical education for children with special needs in elementary Lazuardi Kamila so it can be known whether learning adaptive physical education has been going well or not.

METHOD

The research was conducted in SD Lazuardi Kamila. This research uses qualitative approach with case study research strategy. Subjects in this study is a physical education teacher and sports health, classroom teachers and of special education teacher (GPK).

The data collection technique is a way of collecting data needed to answer the problem formulation in a study (Noor, 2011). Data collection techniques used in this study were interviews, observation and document study. Interviews are used to obtain information relating to the facts, beliefs, feelings, desires, and so necessary to fulfill the purpose of the study (Rosaliza, 2015). Interviews were conducted with physical education teachers, classroom teachers and teachers of special companion.

Interviews and document study conducted by researchers to obtain information related to lesson planning. Indicators include the learning planpreparation of learning programs, preparation of teaching, preparation of facilities and infrastructureand planning evaluation tools, Documents that are observed in the form of a curriculum, the annual program, the semester program and RPP.

An observation method is not only a process of observation and recording, but more than that observation allows us to get information about the world around (Hasanah, 2017). Observations conducted by researchers to collect data on the implementation of learning whether it is in accordance with the lesson plan that has been prepared.

Analysis of the data used in this study is the interactive analysis and flow analysis by Susetya (2017).

FINDING AND DISCUSSION

SD Lazuardi Kamila is one private elementary school that organizes inclusive education. The curriculum used is the curriculum in 2013 and the Cambridge curriculum. Adaptive physical education learning activities are guided by adapif physical education teacher, homeroom and 2 GPK.

The results showed teacher is able to plan learning activities well, RPP components such as KI, KD, indicators etc. is complete. Physical education teachers prepare lesson plan (RPP) before implementing the learning process. RPP are prepared based on the curriculum of the adaptive physical education lessons that have been adapted to the conditions of students. Results of research consistent with research Susetya (2017) that RPP load KI, KD, indicators to be achieved, the material to be learned, a lesson, instructional media, and sources of learning and assessment.

The study results document explains that the physical education teacher also makes an annual program and the semester program. Adaptive physical education learning activities are also supported by the infrastructure, but students do not always help the teacher in preparing the infrastructure and facilities that will be used in learning. Before implementation of learning, teachers are also preparing the syllabus, lesson plans, and tool evaluation.

Skilled teachers become a determining factor for the successful implementation of an adaptive physical education teaching. Physical education teacher whose background would certainly be to have insight and knowledge to teach in accordance with the field. Or teachers who are not physical education background, but has been training so as to improve their quality in teaching physical education.

Implementation of the learning will go well if the teacher to master the material, and the method can be used with good infrastructure. Adaptive physical education teachers in elementary Lazuardi Kamila not only master the subject matter, but also can create a fun atmosphere yet still conducive so that lessons can be effectively and run in accordance with the lesson plan. Teachers also use learning methods adapted to the

conditions of students, namely lectures, question and answer, demonstration, and deployment.

Learning implementation sometimes does not go according to plan the implementation of structured learning, but teachers are always looking for alternatives so that the learning continues to run smoothly.

Researchers also observed when the ongoing learning activities, students with disabilities and normal students can blend well. They are actively and enthusiastically participating in learning activities. Physical education teachers, classroom teachers and GPK work together to condition students to be able to follow the learning and enjoyable. Creativity of teachers in modifying the learning into an exciting game makes students enthusiastic and active in learning.

Evaluation of adaptive physical education teaching in elementary Lazuardi Kamila included in both categories. This is shown from the aspect of value and the assessment procedure in the evaluation of learning. Aspects of the value used is the physical aspect (physical), psychomotor, cognitive, and affective. Teachers assess students with a minimum value adjusted standard the conditions of the students, besides teachers also assess the seriousness of the students as an appreciation in the following study physical education. The results are consistent with the results Kawuryan, Pujiastuti, and Ambarwati (2017) Student learning outcomes are observed in the form of cognitive achievement that has demonstrated the ability of students according to the learning indicators.

CONCLUSION

Based on the results of this study concluded that adaptive physical education for special needs children in elementary Lazuardi Kamila has been running pretty well. Powered by three factors: lesson planning, implementation and evaluation of learning lessons adapted to the conditions of the students.

Future physical education teacher and a special education teacher in order to increase cooperation in managing learning.

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