



---

## School Perspectives on The Implementation of Adaptive Physical Education in Cirebon City

**Muhammad Sofyan Anggara\***, Adang Suherman, Yudy Hendrayana  
Universitas Pendidikan Indonesia, Indonesia

---

### Article Info

*Article History:*  
*Received April 2023*  
*Revised May 2023*  
*Accepted May 2023*  
*Available Online May 2023*

*Keywords:*  
*adaptive physical education,*  
*perspective, special schools*

---

### Abstract

This study aims to determine the perspectives of special schools regarding the implementation of adaptive physical education in Cirebon City. The research method employed in this study is a descriptive qualitative approach. Data collection techniques involve the use of the Triangulation method. Data analysis in this study utilizes the Miles and Huberman field models. The sampling technique utilizes random sampling. Based on the research findings and the discussions presented, it can be concluded that the initial implementation of adaptive physical education for children with special needs can be considered successful because it has achieved the objectives of adaptive physical education. Furthermore, the treatment provided by physical education teachers to children with special needs is consistent with that provided to regular students, with special modifications to enable children with special needs to participate in the same learning materials as their peers. However, the third observation indicates that not all lessons align with the previously created lesson plans (RPP). Teachers have more flexibility to adapt to the circumstances and conditions of both regular students and children with special needs. The four strategies for adaptive education include learning modification techniques, environmental modification techniques, and learning activity modification techniques.

---

\*Correspondence Address : JI. Dr. Setiabudhi No. 229 Bandung , Indonesia  
E-mail : [sofyan.anggara1995@gmail.com](mailto:sofyan.anggara1995@gmail.com)

## INTRODUCTION

Efficient and effective students with special needs have very limited movement abilities when participating in physical education. Important factors that must be considered in adaptive physical education learning are that all instructions must be clear, and the signals given should be well understood. Adaptive physical education is education through adapted or modified physical activity that allows individuals with special needs to participate or have the opportunity to engage in activities safely and successfully within their limitations. Adaptive physical education aims to assist those with disabilities in physical and mental growth and development, in line with their potential, through specially designed physical activity programs (Dandashi, 2015). Adaptive physical education is a comprehensive service delivery system designed to identify and address issues in the psychomotor domain (Pelana et al., 2020).

The current problem faced in the implementation of adaptive physical education learning in special schools is the lack of reference books for teaching materials because few authors have written special books about adaptive physical education learning for special school students. As a result, teachers encounter difficulty in planning learning, where a teacher must be capable of creating a well-structured lesson plan. Therefore, physical education becomes more complex for physical education teachers as they strive to ensure that all students' movement needs are met and that their potential is optimized. In reality, not all special needs students receive physical education services tailored to their needs or limitations because not all physical education teachers understand and know the services that should be provided to special needs students (Haris et al., 2021).

Physical education teachers also face difficulties when determining learning planning, during the implementation of learning, and evaluating learning. The challenges encountered when teaching physical education lessons encompass the need to prepare a learn-

ing plan, execute learning, and evaluate learning outcomes. Planning learning necessitates teachers to create well-structured lesson plans, select appropriate materials, and employ suitable methods and strategies. Managing learning encompasses various aspects such as planning, organizing, executing, and controlling. Therefore, a teacher requires adequate knowledge and skills in both management and learning (Haris, 2019). The benefits of involving individuals with disabilities in adaptive physical education include efforts to prevent diseases, improve muscle function, and enhance specific conditions, such as improved cognitive function (Lape et al., 2018).

According to Latifah & Supena (2021), the implementation of teaching must encompass lesson planning, the organization of teaching materials, the Learning Implementation Plan (RPP), teaching execution with classroom learning aspects, student learning activities, and learning assessment based on cognitive, affective, and psychomotor aspects. These three indicators are vital in conducting teaching activities, including adaptive physical education.

As previously mentioned, not all special schools have specialized sports teachers. Therefore, cooperation from all parties is essential in providing the best education for special needs students. Physical education for children with special needs differs from regular physical education in terms of learning objectives, modified teaching materials, facilities, and learning evaluation (Sukriadi & Arif, 2020).

## METHOD

A research method is a tool or approach for problem-solving. It can be defined as a scientific means to acquire valid data in pursuit of a particular objective. Therefore, it is crucial to carefully select the method for a study. The chosen method is a means to achieve the goal. Based on the statements above, the method employed in this study is a qualitative descriptive method, which generates data in the form of individual expressions related to a specific situation.

Qualitative research is conducted to explore phenomena in the field by gathering descriptions from research subjects through words and language. The data collection techniques involve participant observation, in-depth interviews, and documentation.

### Population

The sampling technique employed is random sampling. The number of samples in each special school in Cirebon City is shown in the table 1 below:

**Table 1.** Demography

Special School Name	The number of students	Man	Woman
Budi Utama State Slb	5	3	2
Slb Bc Mekar Arum	5	3	2
Slb B Relationship	5	3	2
Slb C Relationship	5	3	2
Slb Bc Sayange	5	3	2
The Number Of Students		25	

### Data Analysis Technique

According to qualitative research, data collection is carried out in natural settings (under natural conditions). Primary data sources and data collection techniques primarily involve participant observation, in-depth interviews, and documentation. Essentially, the use of data, after being processed and analyzed, serves as an objective basis in the decision-making process to solve problems for decision makers, as noted by Chiheb et al. (2019).

In this study, in-depth interviews were used as the data collection technique. In-depth interviews involve interactions and conversations between one interviewer and one informant (Hidayati et al., 2017). Data analysis commenced with in-depth interviews with the informants. After conducting the interviews, the researcher transcribed the interview results by

playing back the recorded interviews and then documenting the corresponding words. Once the results were transcribed, the researcher performed data reduction using the abstraction method, which involves selecting data that is relevant to the research context and excluding unnecessary data.

Data reduction is a process that entails simplification, abstracting, and transforming raw data collected from field notes. This process occurs continuously during the research, even before the data is actually collected, as evident from the research conceptual framework, study problems, and the data collection approach chosen by the researcher. Data reduction encompasses: (1) summarizing data, (2) coding, (3) exploring themes, and (4) creating clusters. The method involves a rigorous selection of data, summarization or concise descriptions, and their classification into broader patterns (Coffey, 2013; Arstein-Kerslake & Flynn, 2016; Rijali, 2019).

## RESULT & DISCUSSION

Based on the description of adaptive physical education learning in Extraordinary Schools in Cirebon City, it is known that the learning strategies used by physical education teachers and the implementation of adaptive physical education follow three (3) stages: planning, implementation, and evaluation (Abu-Hamour & Al-Hmouz, 2014).

In this study, seven teachers stated that they used learning strategies, with 85% of teachers utilizing these strategies. Eighty-five percent of adaptive physical education teachers make use of available learning resources, namely books. One hundred percent of the teachers evaluate adaptive physical education learning.

The Implementation Process of Adaptive Physical Education Learning:

### 1. Formulation of learning objectives:

The formulation of learning objectives for adaptive physical education in Special Schools in Cirebon City aims to enhance the motor and psychomotor skills of children with special needs. This process also seeks to reduce

limb-related issues and fulfill the health and physical fitness requirements of children with special needs in the long term or more than 30 days (Winnick & Porretta, 2016; Rey, et al., 2022).

## **2. Basic preparation of learning objectives:**

Adaptive physical education teachers consider factors such as the child's condition, needs, abilities, and the program the child is currently involved in when preparing learning objectives. These objectives prioritize the student's needs, focusing on conditions and abilities. Physical education serves as a means to fulfill the unique needs of students and address their physical issues (Smith, et al., 2014; Mutia et al., 2020).

## **3. Indicators of achievement of learning objectives:**

Indicators of success in adaptive physical education include a child's ability to move without changing position, move around a space, balance, use limb strength, exhibit limb flexibility, agility, speed, and flexibility. This indicator is not the sole criterion for evaluating successful learning. Physical education teachers also consider the increased physical activity abilities demonstrated by mentally challenged children, even if it's just a small improvement (Winnick & Porretta, 2016).

## **4. Preparation of semester programs:**

Semester programs are created for each semester, building upon the previous semester's program and the general student requirements. If certain programs were not successfully implemented in the past, they are repeated in the following semester. This repetition highlights the importance of planning by physical education teachers, as the abilities of children with special needs may vary in their development (Wijaya, 2022).

## **5. Lesson Material Planning:**

The choice of materials for students with special needs involves considering doctor recommendations and diagnoses, identifying student weaknesses based on physical education test results, and determining students' preferred sports (Efendi, 2018).

## **6. Media Planning:**

Media planning by physical education teachers considers the availability of media and the students' condition. Physical education teachers often use existing media adapted to the material they are teaching (Wijaya, 2022).

## **7. Method Planning:**

Learning methods are planned in advance, with the command method being the most appropriate choice for adaptive physical education. This method is suitable for children with special needs as it provides clear instructions and demonstrations of movements by the teacher.

## **8. Evaluation Planning:**

Based on regulations from the Education Department, evaluation is mandatory for done. The physical education teacher has pre-planned the activities evaluation to be carried out. Evaluation is in the form of an assessment of student abilities whether it has been able to meet the expected goals or not. Evaluation not only done at the end of the semester or mid-semester. Assessments will be carried out while learning is taking place, outside of hours learning, at the end of learning, in the middle of the semester and at the end of the semester. The action test is intended for all student. With action tests, students' progress will be seen in participating in learning. In selecting tests, physical education teachers don't really consider the criteria in choosing a test like that expressed by (Catalo, 2014; Wright and Taylor, 2014; Van et al., 2015) which consists of savings, validity, reliability and purpose.

Adaptive physical education is a sports activity that adjusts to the conditions and abilities of students with special needs. Furthermore, adaptive physical education is a sport that can train students' motor skills and movements. The role of a physical education teacher is significant in the development of adaptive physical education because having a physical education teacher in Special Schools can further enhance and improve adaptive physical education. This includes planning the learning activities, which must be tailored to the students' conditions,

conducting lessons with guidance from a physical education teacher, and assessing the learning in accordance with the students' current abilities.

Based on these facts regarding the implementation of adaptive physical education activities in Special Schools at the present time, it's evident that not all schools have teachers with a background in sports. This limitation became a significant factor in the research. The findings from this study show the importance of adaptive physical education for students with special needs. It contributes to the development of their motor skills and enhances physical aspects such as muscle strength, endurance, and hand-eye coordination. This research can be used as a reference in adaptive physical education learning. Based on the research results and discussions presented in Chap IV, it can be concluded that physical education learning is adaptive for children special needs at SLB Negeri Budi Utama, SLB B C Mekar Arum, SLB B Radiance of Love, SLB C Radiance of Love, SLB B C Sayange are as follows:

Physical education teachers consider increasing abilities more physical activity demonstrated by children with special needs, although only just a little. Learning methods are planned before implementation learning is the command method. Adaptive physical education learning method which are suitable for children with special needs include task methods, methods commands, discovery methods with demands and problem solving methods. Teacher physical education has planned in advance the evaluation activities that will be carried out done. Evaluation is in the form of an assessment of whether the student's abilities have been achieved meet the expected goals or not. The type of test used is test deed. In the selection of tests, physical education teachers are not very consider the criteria in selecting tests consisting of economy, validity, reliability and purpose.

## CONCLUSION

This research can be concluded that the

first adaptive physical education lesson for children with special needs can be said to be successful because its implementation has achieved the objectives of adaptive physical education. Second, with the same material as students in learning, the physical education teacher's treatment of children with special needs is the same as regular students, but there are special modifications for children with special needs so that they can participate in the same learning. materials like ordinary students. The third lesson is not always in accordance with the RPP created, teachers have more freedom to look at the circumstances and conditions of regular students and children with special needs. The four adaptive education learning strategies include learning modification techniques, environmental modification techniques and learning activity modification techniques .

## REFERENCE

- Abu-Hamour, B., & Al-Hmouz, H. (2014). Special education in Jordan. *European Journal of Special Needs Education, 29* (1), 105-115.
- Arstein-Kerslake, A., & Flynn, E. (2016). The General Comment on Article 12 of the Convention on the Rights of Persons with Disabilities: A roadmap for equality before the law. *The International Journal of Human Rights, 20*(4), 471-490.
- Catalano, A. (2014). Improving distance education for students with special needs: A qualitative study of students' experiences with an online library research course. *Journal of Library & Information Services in Distance Learning, 8*(1-2), 17-31.
- Chiheb, F., Boumahdi, F., & Bouarfa, H. (2019). A new model for integrating big data into phases of decision-making process. *Procedia Computer Science, 151*, 636-642.
- Coffey, A. (2013). Relationships: The key to successful transition from primary to secondary school?. *Improving Schools, 16*(3), 261-271.
- Dandashi, A., Karkar, A. G., Saad, S., Barhoumi, Z., Al-Jaam, J., & El Saddik, A. (2015). Enhancing the cognitive and learning skills of children with

- intellectual disability through physical activity and edutainment games. *International Journal of Distributed Sensor Networks*, 11(6), 165165.
- Efendi, M. (2018). The implementation of inclusive education in Indonesia for children with special needs: expectation and reality. *Journal Of ICSAR*, 2(2), 142–147.
- Haris, F. (2019). Tingkat pemahaman guru penjas terhadap penerapan e-learning dalam proses pembelajaran di Sekolah Menengah Pertama Kabupaten Limapuluh Kota Bukik Barisan. *Jurnal Stamina*, 2(12), 12-19.
- Haris, F., Taufan, J., & Nelson, S. (2021). Peran guru olahraga bagi perkembangan pendidikan jasmani adaptif di sekolah luar biasa. *Jurnal Basicedu*, 5(5), 3883-3891.
- Hidayati, B., Yamamoto, N., Kano, H., Suman, A., & Manzilati, A. (2017). Social capital in moneylenders phenomenon in blimbing traditional market Malang Indonesia. *International Journal of Economics and Financial Issues*, 7(3), 57-61.
- Hoerunnisa, A., Suryani, N., & Efendi, A. (2019). The effectiveness of the use of e-learning in multimedia classes to improve vocational students' learning achievement and motivation. *Jurnal Teknologi Pendidikan*, 7(2), 123-137.
- Lape, E. C., Katz, J. N., Losina, E., Kerman, H. M., Gedman, M. A., & Blauwet, C. A. (2018). Participant-reported benefits of involvement in an adaptive sports program: a qualitative study. *Pm&r*, 10(5), 507-515.
- Latifah, N., & Supena, A. (2021). Pelaksanaan pembelajaran anak tunalaras pada masa pandemi COVID-19 di sekolah dasar. *Jurnal Basicedu*, 5(1), 1-9.
- Mutia, L., Gimin, G., & Mahdum, M. (2020). Development of blog-based audio visual learning media to improve student learning interests in money and banking topic. *Journal Of Educational Sciences*, 4(2), 436–448.
- Pelana, R. (2014). Fun learning management for physical education, sport and health. *Asian Social Science*, 10(5), 85.
- Rey, A., Fullana, J., & Pallisera, M. (2022). Personal support networks of adolescents with intellectual disabilities in secondary education. *European Journal of Special Needs Education*, 37(4), 554-568.
- Rijali, A. (2019). Analisis data kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81-95.
- Smith, N. J., Lounsbery, M. A., & McKenzie, T. L. (2014). Physical activity in high school physical education: Impact of lesson context and class gender composition. *Journal of Physical Activity and Health*, 11(1), 127-135.
- Sukriadi, S., & Arif, M. (2020). survei pelaksanaan pembelajaran pendidikan jasmani adaptif di SLB C Provinsi Dki Jakarta tahun 2019. *Jurnal Ilmiah Sport Coaching and Education*, 4(1), 1-7.
- Van Der Kleij, F. M., Vermeulen, J. A., Schildkamp, K., & Eggen, T. J. H. M. (2015). Integrating data-based decision making, assessment for learning and diagnostic testing in formative assessment. *Assessment In Education: Principles, Policy & Practice*, 22(3), 324–343.
- Wijaya, M. S. (2022). pjok learning during the covid-19 pandemic on students'physical activity learning outcomes. *International Conference Of Sport For Development And Peace*, 4(1), 211–218.
- Winnick, J. P., & Porretta, D. L. (2016). Adapted physical education and sport. *Human Kinetics*.
- Winnick, J. P., & Porretta, D. L. (2016). Adapted physical education and sport. *Human Kinetics*.
- Wright, A. C., & Taylor, S. (2014). Advocacy by parents of young children with special needs: Activities, processes, and perceived effectiveness. *Journal of Social Service Research*, 40(5), 591-605.