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Peran Guru Olahraga bagi Perkembangan Penjas Adaptif di Sekolah Luar Biasa

The Role of Sports Teachers in the Development of Adaptive Physical Education in Special Schools

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Abstract. The aim of this research is to obtain data and information about the role of sports teachers in the development of adaptive physical education at SLB TPAC and SLB Pembina in learning activities. The background is the findings in the field, that there is a need for sports teachers in adaptive physical education learning in Special Schools in adaptive physical learning. This research uses a quantitative approach with descriptive research type. The method used in this research is a survey method using interview and questionnaire techniques. The number of respondents in this study was 19 people, obtained from calculating the TPAC SLB and Pembina SLB samples. The results of this research show that in learning planning 61.65% of teachers are capable of making plans, in implementing learning 66.84% of teachers are capable, and in learning assessment 66% of teachers are capable and play a role in adaptive physical learning.

Keywords: Sports Teacher, Adaptive Physical.

1 Introduction

Physical education as a subject in school has an important role in the overall development of student behavior, regarding this matter (Rivani, 2018) explains that: "Physical education is an educational process through physical activity. The goals to be achieved are comprehensive, covering psychomotor, cognitive and affective domains." Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally. Physical education should treat children as a complete unit, a total being, not just treating them as someone with separate physical and mental qualities. Basically, physical education, by utilizing human movement tools (Harris & Mukhtarsyaf, 2018) can make mental and moral aspects also develop. In implementing physical

education in schools, it is not only intended for students in general, but also for students who experience obstacles and limitations known as children with special needs.

Children with special needs are children who during their development experience disturbances and obstacles both in terms of intellectual, social, emotional and motor skills, so that in their learning they need to be provided with services that are appropriate to their abilities. The obstacles or disturbances experienced by students with special needs make students with special needs experience limitations or even be unable to participate in the entire physical education program (Taufan et al., 2018). According to (Anisa & Ramadhan, 2021) One form of healthy living behavior is reflected in human resources that are healthy and of good quality physically, mentally and socially and have optimal productivity. For this reason, continuous efforts to maintain and improve health are needed, one of which is physical education activities. So, in order to actualize the provision of educational services of the same quality to all students, several adjustments (adaptations) need to be made in physical education for students with special needs. The implementation of physical education that is adapted to the specific types and needs of students is hereinafter referred to as adaptive physical education.

Adaptive Physical Education is a service delivery system that is comprehensive and designed to find and solve problems in the psychomotor domain (Pelana et al., 2020). "The goals of adaptive physical education for children with special needs are also holistic like the goals of physical education for normal children." They have the right to physical education that can accommodate the obstacles and needs they have. Therefore, physical education learning becomes more complex for physical education teachers in ensuring that all children's needs for movement can be met and can increase their potential optimally. In reality, not all students with special needs receive physical education services according to their needs or obstacles, because not all physical education teachers understand and know the services that should be provided to students with special needs.

Regarding this matter (Harris, 2019) stated that: "The aim of adaptive physical education is to stimulate children's overall development, and among the important aspects that are developed is a positive self-concept." Adaptive physical education is a process of educating through movement activities for the rate of growth and development both physically and psychologically in order to optimize all potential abilities, physical skills adapted to the child's abilities and limitations, intelligence, physical, social, cultural, emotional fitness and a sense of beauty. in order to achieve the goal of education, namely the formation of a complete human being. The definitions above illustrate that adaptive physical education is a learning program to meet a child's psychomotor needs which is designed in a way that suits the child's uniqueness. Based on research results (Lape, et.al, 2017) which states that the benefits obtained from the involvement of those with disabilities in adaptive physical education are efforts to prevent disease and increase muscle tone, as well as improve specific conditions such as increasing cognitive function. Because adaptive physical education is very important to provide to those with disabilities or special needs.

In special schools, the implementation of adaptive physical learning is very necessary, because with this adaptive physical education, students with special needs can further improve their motor skills. This adaptive physical existence is very important, especially for sports teachers who teach (Piletic & Davis, 2010). It requires an understanding of the conditions and needs of students with special needs to develop the abilities and potential of students with special needs.

The research aims to see how big a role sports teachers play in adaptive physical development in YPAC SLB and Pembina SLB. Where not all schools have sports teachers who match their academic qualifications. Some sports teachers at Special Schools are not subject teachers but class teachers. However, of course, in implementing adaptive physical learning, it is still necessary to develop the abilities of students. In this research, the role of sports teachers in adaptive physical development in Special Schools is viewed from learning activities which include the role of teachers in making learning plans, implementing learning and the role of teachers in assessing learning implementation. According to Latifah & Supena, (2021) learning implementation must have a learning plan including the preparation of learning tools, Learning Implementation Plan (RPP), implementation of learning with classroom learning aspects, student learning activities and learning evaluation based on effective cognitive and psychomotor aspects. These three indicators are very important in carrying out teaching and learning activities, including adaptive physical learning. As explained above, not all special schools have teachers who specifically teach sports, so of course in its implementation there needs to be cooperation from all parties in providing the best learning for students with special needs. Physical education for children with special needs is different from physical education for normal children in general. The differences between the education of children with special needs and normal children can be seen from the learning objectives achieved, modifications to the material taught, infrastructure, and learning evaluation (Sukriadi & Arif, 2020). As in research conducted by (Suntoda & Andriyani, 2012), entitled Ability of Adaptive Physical Education Teachers in Implementing Learning Programs in SLB Part A Bandung City which aims to find out how physical education teachers' skills are in opening learning, managing learning activities, closing learning, using learning methods, using equipment during learning and evaluating learning. This research explains that the skills of adaptive physical education teachers are still lacking. Therefore, the need for sports teachers to understand the characteristics and obstacles of students is an indicator that needs to be known, apart from that, the assessment system which is different from that of children in general needs to be an important note in the implementation of learning.

2 Method

This type of research is descriptive research with a quantitative approach. The research method used is a research survey method using a questionnaire as a data collection instrument. The aim is to obtain information about a number of respondents who are considered to represent a certain population (Kriyantono, 2008). The population in this study was sports teachers in special schools throughout West Sumatra with the research subjects being 19 sports teachers in YPAC special schools and Pembina special schools. The research samples chosen were teachers who taught sports or adaptive physical education. Furthermore, in this research information was collected from respondents using a questionnaire distributed via Google Form. The assessment aspects in this research include the role of Physical Education Teachers in adaptive physical education as viewed from the learning carried out, starting from planning, implementation and evaluation of learning. The researcher here is tasked with collecting data from questionnaires that have been filled out by teachers, so that from this data, the existing findings will be discussed in this research. Apart from this research, which was carried out by distributing questionnaires, researchers also carried out observations and interviews with sports teachers at each school that was determined in this research.

3 Result

The role of sports teachers in the development of adaptive physical education certainly needs to continue to be looked at and developed, because adaptive physical education is very important for the motor and psychomotor development of children with special needs. For schools that implement adaptive physical learning, of course they cannot be separated from the sports teacher who provides adaptive physical learning. In its implementation, teachers need the ability and understanding to manage learning in accordance with students' abilities and conditions. Therefore, the role of sports teachers in the development of adaptive physical education can be seen from adaptive physical education learning itself (Sari & Sukiri, 2019).

Furthermore, in this research, the research results are divided into three topics which include adaptive physical learning planning, implementation of adaptive physical learning and evaluation of adaptive physical education learning. The research results can be described as follows:

Table 1. Learning Planning

	Capable		Capable	Capable
Understand the adaptive PJOK learning curriculum for ABK	5,3%	57,9%	31,6%	5,3%
Understand the condition of the crew	26,3%	57,9%	10,5%	5,3%
Design a lesson plan according to the conditions of the crew	10,5%	63,2%	21,1%	5,3%
Understand the principles of adaptive physical education learning according to the child's condition	5,3%	73,7%	15,8	5,3%
Choose PJOK material that suits the crew's condition	5,3%	63,2%	26,3%	5,3%
Organize PJOK materials correctly according to the theme and conditions of the crew	0	63,2%	31,6%	5,3%
Developing adaptive physical education learning according to ABK's conditions	5,3%	68,4%	21,1%	5,3%
Determine appropriate learning experiences to achieve adaptive physical education learning goals	10,5%	52,6%	31,6%	5,3%
Determining indicators of goal achievement in adaptive physical education learning	5,3%	52,6%	36,8%	5,3%
Select/develop adaptive PJOK learning tools or media according to the material and student conditions	21,1%	52,6%	21,1%	5,3%
Utilizing tools/media in learning PJOK Adaptive	15,8%	63,2%	15,8%	5,3%
Understand the principles of assessment/evaluation adaptive CHD learning	5,3%	68,4%	21,1%	5,3%
Designing assessment techniques and assessment forms authentic in adaptive physical education learning	5,3%	68,4%	21,1%	5,3%
Menggunakan hasil penilaian untuk menentukan ketuntasan belajar pada pelaksanaan penjas adaptif	0	57,9%	36,8%	5,3%

From the results of the recap table above, it can be seen that for learning planning 8.66% are very capable in preparing adaptive PJOK learning plans. Furthermore, 61.65% answered capable, 24.45% answered quite capable and 5.3% answered less capable.

Based on the data in the adaptive physical learning planning table from 19 respondents, it was found that almost all teachers were able to plan adaptive physical learning with an answer result of 61.65%. in adaptive physical learning planning, almost all schools use curriculum 13 in their learning. With curriculum 13, teachers prepare lesson plans in accordance with competency standards and core competencies contained in the guidelines. From the SK-KD, sports teachers develop indicators that are appropriate to the conditions of students with special needs, including selecting materials and learning principles that are adapted to the students' conditions. This is also confirmed by research from (Paradipta & Dewantoro, 2019) which states that each type of disturbance or problem faced by crew members requires different services. Likewise, in adaptive physical education, each type of disorder requires its own form of physical education service. Therefore, ideally an adaptive physical education program is an individual service program.

From the research results, it was also found that almost all schools have quite good sports equipment or facilities, so that in the process of implementing learning, teachers do not experience too many obstacles, even though the equipment has been modified by teachers so that it can be used by students. special needs with varying abilities and needs. Modifications are very important to carry out in adaptive physical learning because with modifications, learning can be adjusted to students' conditions while still referring to the existing curriculum. The aim is to increase children's learning activities and movement activities (Bangun, 2018).

Table 2. Implementation of Learning

	Capable	Capable	Capable	Capable
Implementing adaptive physical education learning plans according to the stages through the game train ABK's motor skills	0	68,4%	26,3%	5,3%
Carry out warm-up for implementation activities adaptive physical education learning for ABK	15,8%	68,4%	10,5%	5,3%
Carrying out core activities in accordance with the material and Learning objectives for adaptive physical education and adaptive sports	10,5%	68,4%	15,8%	5,3%
Use strategies and tools used in adaptive physical education learning according to the goals and conditions of the crew	15,8%	68,4%	10,5%	5,3%
Carrying out adaptive physical education learning in accordance with time and the child's abilities and the child's condition	15,8%	63,2%	15,8%	5,3%
Carry out an appropriate adaptive physical education learning process with his condition	26,3%	63,2%	5,3%	5,3%
Responsible for providing implementation guidance	5,3%	68,4%	21,1%	5,3%

adaptive physical education learning

Creating adaptive physical education learning situations fun for crew members through training games motor skills	15,8%	68,4%	10,5%	5,3%
Carrying out cooling activities using tools at the end of the implementation of adaptive physical education learning for ABK Determine the time for relaxation activities at the end of adaptive learning for ABK	10,5%	73,7%	10,5%	5,3%
	15,8%	57,9%	21,1%	5,3%

From the results of the recap table above, it can be seen that for implementing learning in adaptive PJOK education, it was found that 13.2% of teachers were very capable in implementing learning, then 66.84% of teachers answered that they were capable in implementing adaptive PJOK learning. 14.74% of teachers answered that they were quite capable, and 5.3% of teachers answered that they were less capable in implementing learning.

Based on research data from 19 respondents regarding the implementation of learning, it was found that teachers were capable of teaching adaptive PJOK for students with special needs. Based on the research results, the role of sports teachers is very large in implementing learning starting from planning activities, warming up, using strategies and sports equipment used, and up to the final activity in the form of relaxation which can be carried out by teachers. Apart from that, the role of teachers is very large in developing motor skills and training students according to the learning indicators that have been set. Because in adaptive physical learning, learning is designed and modified based on the characteristics of children with special needs with the aim of developing movement activities (Fefrian, Mardhika, Santika, & Sumardi, 2020).

Table 3. Assessment of Learning Implementation

	Mampu	Mampu	Mampu	Mampu
Menentukan aspek yang dinilai sesuai situasi kondisi dan tujuan dimateri pembelajaran penjas adaptif	5,3%	73,7%	15,8%	5,3%
Melakukan penilaian proses ketepatan pada gerak dalam melakukan pembelajaran penjas adaptif pada ABK	5,3%	57,9%	36,8%	5,3%
Melakukan penilaian hasil untuk melihat kemampuan motorik dan sensori anak pada saat pembelajaran penjas adaptif	10,5%	68,4%	15,8%	5,3%
Melakukan penilaian sesuai rubric dan penskoran pada pembelajaran penjas adaptif	5,3%	68,4%	21,1%	5,3%
Memberi penilaian waktu relaksasi yang dibutuhkan masing-masing anak	5,3%	63,2%	26,3%	5,3%

From the results of the recap table above, it can be seen that for assessing the implementation of learning in adaptive PJOK education, it was found that 6.34% of teachers were very capable of assessing the implementation of learning, then 66% of teachers answered that they were capable of assessing the implementation of adaptive PJOK learning. 23.16% of teachers

answered that they were quite capable, and 5% of teachers answered that they were not very capable in assessing the implementation of learning.

Based on research data on the assessment of learning implementation, the role of the sports teacher is very important in the learning assessment process. Starting from determining the aspects that are assessed according to the situation, conditions and objectives of the sports teacher's material, it is very helpful in carrying out the assessment. Because learning assessment or evaluation aims to determine the effectiveness and efficiency of the learning system, including objectives, materials, methods, media, learning resources, learning environment and assessment systems in learning, as well as knowing the level of knowledge, skills, attitudes and values of students for the type certain education (Wandini & Lubis, 2021). By assessing and evaluating learning carried out by sports teachers, you can find out what abilities students with special needs have and have mastered. Furthermore, sports teachers play a big role in developing and improving students' motor skills with adaptive PJOK activities.

In implementing adaptive PJOK learning activities, of course it cannot be separated from the obstacles experienced by teachers, starting from facilities that are less supportive so that in learning sometimes teachers have to try to modify the tools or media around the school. This is in line with the opinion of (Lastuka & Cottingham 2016) who explains that barriers associated with playing adaptive sports, such as lack of accessible facilities and financial constraints, can be reduced through increasing financial support for adaptive sports. Unfortunately, despite the widespread benefits that sport provides for people with disabilities, resources to support disability sport are lacking. Apart from that, some teachers are less able to understand students' abilities and conditions, making it difficult for teachers to develop learning programs. The next obstacle encountered in the field is how to increase enthusiasm for participating in adaptive sports activities. Sometimes students are often less than enthusiastic when invited to do sports activities.

The role of sports teachers in developing adaptive PJOK is very large, because with the ability and mastery of the material possessed by sports teachers they can help students with special needs in their learning, apart from that, sports teachers also play a role in improving the motor skills and movements of students with special needs. Scientific studies of children with special needs have found that participation in physical activities and sports embedded in learning, leads to improvements in physical aspects such as hand-eye coordination, flexibility, muscle strength, endurance and even their cardiovascular efficiency. This is a natural benefit of sport for the development of better motor skills (Burhaein, 2019). Apart from that, on the other hand, there are many events held related to sports competitions/competitions which really need sports teachers, so that the form of training and activity programs can be developed and adapted to the abilities of students with special needs. This is in line with research results from (Diaz et al, 2019) which explains that the active participation of people with disabilities in adaptive sports activities shows a positive effect on quality of life and life satisfaction.

The results of this research are an analysis of the role of sports teachers in adaptive physical development. Currently, there are not many studies related to the role of sports teachers in adaptive physical development. The results of this research can be a reference for Special Schools to provide a role for sports teachers in developing adaptive physical education, because having a sports teacher can further increase the participation role of students in participating in sports activities. Apart from that, facts in the field show that 94% of the teaching staff (teachers) who teach adaptive physical education have backgrounds other than physical education teachers, so they experience many obstacles when implementing learning (Sumaryanti et.al:

2010). Based on these facts, in the current implementation of adaptive PJOK activities in Special Schools, in fact not all schools have teachers with sports backgrounds so this is a limitation in research.

The findings obtained from the research results show that it is important to give adaptive PJOK to students with special needs so that motor development and improvement of physical aspects such as muscle strength, endurance, hand eye coordination can develop well.

4 Discussion

Discussion is the most important part of the overall content of scientific articles. The discussion aims to answer the research problem or show how the research objectives were achieved and interpret/analyze the results. Start by presenting the findings. Then relate it to previous theories and research, whether the findings strengthen or correct existing findings/theories. Emphasize new and important aspects. Discuss what is written in the results but do not repeat the results. Include a discussion of the impact of the research and its limitations.

5 Conclusion

Adaptive physical is a sports activity that adapts to the conditions and abilities of students with special needs. Apart from that, adaptive physical is a sport that can train students' motor skills and movements. The role of sports teachers is very large in this adaptive physical development, because with the presence of sports teachers in Special Schools they can further develop and improve adaptive physical learning activities. Starting from learning planning, of course the form of activity must be adjusted to the student's condition, to the implementation of learning which really needs guidance from the sports teacher and to learning assessments that are appropriate to the student's current abilities. Currently, there are still many special schools that do not have appropriate sports teachers competence, with this research in the future the role of sports teachers in adaptive physical development in Special Schools is really needed, so that teachers in Special Schools can discuss with sports teachers in adaptive physical education activities, especially in developing the abilities of students with special needs.

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