



Inclusive Physical Education and Health (PJOK) Learning Planning Strategy for Slow Learners at Elementary School

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Abstract

This study is based on the importance of implementing inclusive education in Physical Education, Sports, and Health (PJOK) learning for students with special needs at Tahfidzul Quran Ad Diin Elementary School. The absence of special assistant teachers and the integration of students with special needs in regular classes require appropriate learning planning strategies. This study aims to analyze inclusive PJOK learning planning strategies for students with special needs, especially slow learners. This study uses a qualitative descriptive approach. The population consisted of 87 students in grades IV to VI in the 2025/2026 academic year, with six students selected through purposive sampling. Data collection was conducted through observation, interviews, and documentation. The results showed that learning planning strategies were implemented through four main dimensions: adaptive curriculum, in-depth assessment, modification of learning tools and media, and adaptive learning strategies. The adaptive curriculum is designed so that the objectives and materials are tailored to individual needs. In-depth assessments are conducted at the beginning of the school year as a basis for determining learning objectives and materials. Tools and media are made interactive and game-based. The learning strategy uses an individualized approach, additional learning time, and positive reinforcement to create a supportive environment. With the right planning strategy, it can contribute significantly to improving the motivation, learning effectiveness, and motor development of slow learners.

Keywords: *Adaptive Curriculum, In-Depth Assessment, Learning Tools, Learning Strategies.*

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INTRODUCTION

Inclusive education is an approach that aims to equalize learning rights for all students as stated in the Minister of National Education Regulation No. 70 of 2009, including those with learning disabilities such as slow learners. In tahfiz-based elementary schools such as SD Tahfidzul Quran Ad Diin, Physical Education, Sports, and Health (PJOK) lessons need to be structured in such a way that they are accessible to all students, including those with learning disabilities.

The learning process involves several aspects, including planning, implementation, and evaluation. According to Mulyasa (2019), these three aspects are closely related and form a unity to create effective learning, where learning planning is key in determining objectives, materials, media, and assessment (Sanjaya, 2020). With the presence of several slow learners who have below-average intellectual abilities, are slow in understanding the material, and also need more time to complete tasks (Somantri, 2018), an individualized, concrete, and repetitive approach is needed (Heward & Orlansky, 2017). Therefore, it is important for teachers to pay attention to these characteristics when developing learning plans for slow learners.

In the field, students with special needs study in the same classroom as general students (non-disabled), there are no special assistant teachers (GPK) in the learning process, schools are based on Islamic boarding schools, and in the last three years there has been no in-depth research related to PJOK inclusive learning planning strategies for students with special needs. By analyzing the urgency and facts in the field, learning planning strategies have become the most vital part of organizing effective learning. Therefore, this study focuses on the issue of “PJOK inclusive learning planning strategies for slow learners at Tahfidzul Quran Ad Diin Elementary School.” This study aims to explore in depth how PJOK learning planning strategies can be designed to suit the characteristics of slow learner students at SD Tahfidzul Quran Ad Diin, through four main aspects: curriculum implementation, assessment, learning tools, and teaching strategies.

METHOD

a. Research Design

This study uses a descriptive qualitative approach. This approach was chosen to illustrate in depth what happens in the field regarding teachers' strategies in planning lessons for slow learners in physical education classes. Qualitative research focuses on the meaning, context, and interpretation of events and experiences by participants (Creswell & Poth, 2018).

b. Data and Data Sources

This study used the following data sources:

1. Physical education teachers as designers and implementers of learning for slow learners.
2. School principals as informants regarding school policies on the implementation of inclusive learning.

3. Slow learners as learning subjects to find out their experiences in participating in learning activities.

The data was reinforced with school documents such as lesson plans, syllabi, student attendance lists, learning assessment results, and PJOK activity archives. In addition, it was also reinforced with books, journals, and previous studies relevant to adaptive or inclusive learning for slow learners. By combining these data, it is hoped that comprehensive results can be obtained regarding PJOK inclusive learning planning strategies for slow learners.

c. Population and Sample

1. Population

The population in this study consisted of 87 students in grades IV to VI who attended Tahfidzul Quran Ad Diin Elementary School.

2. Sample

The sample was selected using purposive sampling, where the sample was selected to accurately understand the main phenomenon (John W. Creswell, 2012). The criteria used here were students who had poor grades, as confirmed by a letter from a psychologist and a statement from the school with the knowledge of the students' parents.

d. Data Collection Techniques

To obtain comprehensive and in-depth data, researchers used several techniques as follows:

1. Observation

Observations were conducted directly in the school environment to observe communication between teachers and students and the implementation of the learning strategies that had been developed.

2. Interviews

Semi-structured interviews were conducted with physical education teachers, principals, and classroom teachers, focusing on the learning planning process, obstacles encountered, and ways of adapting to slow learners.

3. Documentation

Documentation was carried out by collecting written and visual data such as lesson plans, syllabi, photos of learning activities, and records of student progress relevant to the study.

Data collection techniques used a grid as shown in Table 1.

Table 1. Data collection grid

No	Dimension	Indicator	Item	Participant
1	Use of Adaptive Curriculum	a. The curriculum is tailored to the needs of slow learners.	modification of learning objectives and materials	P.E. Teacher, Principal
		b. Flexible and realistic learning objectives	modified form of learning objectives and materials	
		c. Learning materials are tailored to students' abilities	implementation of adaptive curriculum	
2	Implementation of In-depth Assessment	a. Teachers use authentic assessments tailored to students' abilities.	challenges in conducting assessments on slow learners	P.E. teacher, slow learner student
		b. Teachers conduct continuous assessment	Feedback on the assessment results of students with special needs (slow learners)	
		c. Assessment is used to determine learning strategies.	The influence of assessment results on subsequent learning planning	
3	Learning Tools	a. Teachers develop learning tools according to students' abilities.	development of PJOK learning tools	Physical Education Teacher, School Documents (Lesson Plans, Syllabus, Learning Media)
		b. Learning media is tailored to the physical and cognitive conditions of students.	modification of learning tools and media for slow learners	
		c. The evaluation	effectiveness of learning tools	

			tools are with slow simplified so learner that slow characteristics learners can easily understand them.	
4	Learning Strategy	a.	Teachers apply a variety of approaches	Modify a learning strategies so that slow learners become active P.E.Teacher, Slow Learner Student, Peer
		b.	Teachers create an inclusive learning environment.	processing interactions between regular students and slow learners
		c.	Teachers provide individual guidance according to students' needs.	providing assistance during learning

e. **Validity and Reliability**

The instruments used in this study refer to previous research by Erick Burhaein et al. (2021) in their study using systematic literature study instruments with the PRISMA method as data collection and data screening instruments taken from data sources (scientific articles, books, and documentation) which were then analyzed using the Learning Implementation Dimensions (planning, implementation, assessment, and evaluation) and Learning Strategies (strategy planning, strategy implementation, strategy modification, and strategy evaluation). The use of these instruments ensures that this study was conducted based on valid scientific procedures. Thus, the data analyzed in this study has credible and relevant sources and is processed using a structured framework. Based on the results of the research test, a validity score of 0.934 and a reliability score of 0.953 were obtained. These scores indicate that the instruments have excellent measurement quality and can be trusted for reuse in this study.

These coefficient values indicate that each item in the instrument has a strong relationship with the context being measured. This shows that the instrument has a very high ability to measure the variables under study, including the dimensions of adaptive

curriculum use, in-depth assessment implementation, learning tools, and learning strategies. According to Gay, Mills, and Airasian (2012), an instrument is considered good if the questions are able to present the structure comprehensively and have a high correlation coefficient with the total score. Thus, a validity value of 0.934 is considered highly valid.

Meanwhile, with a reliability value of 0.953, it shows that the instrument has very high internal consistency. This value indicates that this measuring tool can provide consistent results when used for repeated measurements under similar conditions. According to Arikunto (2019), instruments with a value of more than 0.80 are categorized as reliable, so with a value of 0.953, it is certainly very reliable.

Based on the validity and reliability test results conducted by previous researchers, this instrument is declared very suitable for use in the research “Inclusive PJOK Learning Planning Strategies for Slow Learners in Tahfidzul Quran Ad Diin Elementary School”. With high validity and reliability, it is hoped that this instrument will be able to produce accurate and consistent data to describe the inclusive PJOK learning planning strategy for slow learner students.

f. Data Analysis Techniques

Data analysis is conducted interactively and continuously from the data collection process to the final stage of research. This model refers to Mills and Huberman (2014), which includes:

1. Data Reduction

The process of selecting and simplifying data obtained from observations, interviews, and documentation.

2. Data Presentation

Presentation of data in narrative, table, or matrix form to make it easier for researchers to understand the patterns of relationships between data.

3. Conclusion and Verification

Interpretation of the meaning of the data presented, drawing preliminary conclusions, and verification through additional data to make the results more valid and accurate.

g. Research Procedure

The research procedure was carried out in several stages, namely:

1. Preparation Stage

- a. Drafting a research proposal.

- b. Obtaining a research permit from the school.
 - c. Drafting guidelines for observation, interviews, and documentation.
2. Implementation Stage
 - a. Conducting initial observations of the PJOK learning process.
 - b. Conducting interviews with PJOK teachers, the principal, and classroom teachers.
 - c. Collecting supporting documents such as lesson plans, syllabi, and photos of activities.
3. Data Analysis Stage

Reducing, presenting, and drawing conclusions based on the findings in the field. The data obtained is then carefully sorted again, and if any inconsistencies are found, they are immediately corrected. The collected data is then grouped based on the research problem. After that, the neatly organized data is analyzed so that conclusions can be drawn.
4. Report Compilation Stage

Compile the research results into a complete report that includes findings, discussions, and recommendations.

The collected data is neatly organized in accordance with qualitative research guidelines to produce a qualitative research report as a scientific work that can be read by the general public and easily accessed.

RESULTS AND DISCUSSION

Result

Based on the results of the research conducted, key findings were obtained through in-depth interviews with school principals, physical education teachers, and classroom teachers, and supported by learning documents that had been modified according to the needs of slow learners. The research results focused on four main dimensions, namely adaptive curriculum, in-depth assessment, learning tools, and learning strategies. These four dimensions were presented systematically to provide a comprehensive overview.

1. Adaptive Curriculum

The school implements an adaptive curriculum to tailor learning objectives, materials, and outcomes to students' abilities, and the school strongly supports the adaptive curriculum.

2. In-depth Assessment

Assessment is conducted continuously, with an initial assessment at the beginning of each academic year to map each student's abilities.

3. Modification of Learning Tools and Media

Learning tools and media are tailored to the needs of students. Teachers use interactive learning models and package evaluations in the form of games to increase learning motivation and make students actively interact.

4. Learning Strategies

In dealing with slow learners in general classes, teachers use an individual approach at certain times and provide additional hours after teaching and learning activities are completed. In addition, slow learners are given more opportunities to learn in front of the class to improve their understanding and self-confidence. Providing positive stimuli and creating a supportive learning environment play a significant role in increasing the motivation and development of slow learners.

Discussion

Based on interviews with the principal, classroom teachers, and PJOK teachers, it was found that the PJOK inclusive learning planning strategy for slow learners was implemented through four main dimensions, namely: (1) adaptive curriculum, (2) continuous assessment, (3) modification of learning tools and media, and (4) individual mentoring strategies.

1. Adaptive Curriculum

The school implements an adaptive curriculum by adjusting learning objectives, materials, and outcomes to students' abilities. Ability identification is carried out continuously, especially at the beginning of the school year. Materials are simplified to make them easier to understand and realistic according to students' capacities.

This finding is in line with the principles of inclusive education recommended by UNESCO (2020) that education systems must be responsive to the diversity of learners. In addition, the Organisation for Economic Co-operation and Development (2023) emphasizes the importance of curriculum differentiation to ensure fairness and quality of learning outcomes. In the context of physical education, the application of Universal Design for Learning is also recommended to ensure accessibility and active participation of all students (Grenier & Lieberman, 2021).

2. In-depth Assessment

Initial and ongoing assessments are used as a basis for determining learning strategies, tools, and forms of assessment. Assessment is tailored to each student's achievements so that learning outcomes are optimized.

This is in line with the view of the Council for Exceptional Children (2020), which emphasizes that ongoing assessment in special education serves to determine the appropriate intervention. Research by Justin A. Haegele and Shane Sutherland (2021) also shows that understanding the individual needs of students is very important in designing inclusive and meaningful physical education learning.

3. Modification of Learning Tools and Media

Learning tools and media are modified according to student needs. Teachers use interactive learning models and incorporate evaluation in the form of games to increase student motivation and active participation.

These findings are in line with Albert Bandura's social learning theory, which emphasizes the role of the environment in shaping learning motivation and behavior. In addition, research by Jiaying Qi, Li Wang, and Andrew S. Ha (2022) shows that effective inclusive physical education practices are influenced by the adaptation of learning strategies, the use of varied media, and teachers' positive attitudes toward inclusion.

4. Learning Strategies

Support is provided individually through face-to-face approaches, additional learning hours, and opportunities to perform in front of the class to boost students' confidence. In addition, there is synergy between schools and parents in supporting the learning process of students.

This approach is in line with Lev Vygotsky's theory regarding the importance of social support in helping students achieve optimal development through the zone of proximal development. Research by Justin A. Haegele, Xihe Zhu, and Sarah K. Holland (2020) also

shows that teacher and family support plays a significant role in maintaining the participation and motivation of students with special needs in physical education.

Overall, these four dimensions are integrated to support the success of inclusive PJOK learning for slow learners.

CONCLUSION

With the implementation of an adaptive curriculum, slow learners find it easier to follow lessons and the material presented by teachers is much more relevant. This is evidenced by the use of in-depth assessments tailored to the abilities of students, so that the results obtained are optimal. Learning tools and media are modified to make slow learners more interactive and increase their enthusiasm for learning. To achieve learning outcomes, appropriate learning strategies are needed, namely individual assistance both in class and through extra lessons, as well as support to boost students' confidence.

With the application of these four dimensions, slow learners became more enthusiastic and excited about participating in learning activities both inside and outside the classroom. This encouraged the students' ability to understand the material presented and achieve their learning goals. However, in collecting this data, we encountered obstacles due to the difficulty of adjusting the time for interviews amid the busy schedule at the school at that time. Therefore, we had to make appointments to meet so that data collection could run smoothly and the data obtained would be valid.

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