



## **Inclusion Based Sports Learning Media at SD Tumbuh 1 Yogyakarta**

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### **Abstract**

In the field of education, the focus of teaching today is how to deliver lessons effectively by using learning technology. In the implementation of inclusive education, teachers in schools are expected to be able to apply learning media more broadly in dealing with all types and levels of student needs so that the learning process can run optimally. In relation to PJOK learning media in inclusive schools, a teacher must have the ability to choose and use learning media that is suitable and in accordance with the needs of students. Researchers use qualitative research methods to obtain detailed and in-depth information and results based on the problems and objectives to be addressed. Researchers choose qualitative methods because researchers want to find, study and understand a phenomenon that cannot be found using only assumptions or numbers. SD Tumbuh 1 Yogyakarta is one of several growing schools in Yogyakarta. This school applies an inquiry learning approach that encourages children to actively discover and think scientifically in examining a matter. The entrepreneurship program develops entrepreneurial character in students. Inclusion-based PJOK learning media at SD Tumbuh 1 is good enough because before learning the teacher has conducted an assessment of students so that the teacher can determine the media that suits the needs of students without distinguishing learning media for regular children in general from inclusion children.

**Keywords:** *learning media, inclusion, physical education*

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## **INTRODUCTION**

The National Education System Law No 20 of 2003 states that everyone has the right to education. All people, including children with special needs, have the right to education. In order to maximize resources, rights in schools must be able to create a learning environment that is friendly, fun and provides opportunities for students to actively participate in the learning process. And can achieve qualified human resources (Gilta Ramadhani, 2020).

The curriculum used in the implementation of inclusive education basically uses the regular curriculum that applies in public schools. However, because the limitations experienced by students with special needs vary greatly, ranging from mild, moderate, to severe, in its application the regular curriculum needs to be adjusted in such a way as to meet their needs (Wati, 2014).

Learning in inclusive schools should ideally foster a cooperative, collaborative and democratic classroom environment. Classroom teachers can select, create and implement appropriate learning for students in collaboration with special assistance teachers. Because of their difficulty in abstract thinking, children with special needs require media that is tailored to their needs. This includes learning materials that are easy to use and concrete. Learning objectives are tailored to the individual needs of students, the curriculum should be adaptive and the evaluation should be accommodating. Teachers should be able to adjust all the needs of students in their class, including helping each student understand according to the needs and abilities of students (Purnama Dewi, 2017).

In the field of education, the focus of teaching today is how to deliver lessons effectively by using learning technology. Educational media as a product of learning technology is increasingly varied ranging from simple to sophisticated (Purnama Dewi, 2017).

PJOK learning media is very varied, but in reality there are not many types of media commonly used by teachers in schools. Some of the most dominant media and almost all schools utilize are print media and blackboards.

Regarding the limitations of PJOK media learning media, a teacher must have the ability to choose and use learning media that is suitable and according to the needs of students. So that students can receive maximum material. So far, many teachers have not utilized learning media (Gilta Ramadhani, 2020). The lack of innovation in learning media causes the learning process to be monotonous and boring (Mohd Adrizal & Iskandar & Muhammad Ilham, 2020).

Physical education, sports and health (PJOK) is an important part of education, because PJOK is part of overall education that prioritizes physical activity and invites healthy living for balanced physical, mental, social and emotional growth and development (Rokim & Faridha, 2016). The purpose of this study is to determine and understand the application of inclusion-based sports learning media in the PJOK subject at SD Tumbuh 1 Yogyakarta.

Field Work Lecture is a form of systematic and synchronous implementation between educational programs on campus and mastery of expertise programs obtained through work

activities directly in the world of work to achieve a certain level of expertise. In addition to the business world, Field Work Lectures (KKL) can provide benefits to the implementation itself, namely universities, because expertise that is not taught on campus can be obtained in the field, so that with the Field Work Lecture (KKL) can improve the quality and relevance of higher education which can be directed to develop a stable system between the world of education. (Rochayati & Maetasari, 2013, p. 23–28).

The word media comes from Latin *medius* which literally means middle, intermediary or introducer. In Arabic, media is an intermediary or messenger from the sender to the recipient of the message. The Association for Education and Communication Technology (AECT) defines media as any form used for the information distribution process. (Suwarti et al., 2019, p. 216).

According to Sadiman (2003) the functions or uses of the media include: (1) making abstract concepts concrete, (2) bringing objects that are dangerous or difficult to obtain into the learning environment, (3) display objects that are too large, (4) display objects that cannot be observed with the naked eye, (5) observe movements that are too fast, (6) allow students to interact directly with their environment, (7) allow freshness of observation and perception for student learning observations, (8) arouse learning motivation, (9) present learning information consistently and can be repeated or stored as needed, (10) present learning messages or information simultaneously, time and space restrictions, and (11) control the direction and speed of student learning. (Suwarti et al., 2019, p. 218).

Munadhi (2013) explains that some of these media groupings are divided into the following groups:

a. Media Classification Based on Technological Development

Seels & Glasgow divide media based on technological developments in two classifications, namely Traditional Media, and Advanced Technology Media.

b. Media Classification Based on the Characteristics of the Stimulus Generated.

This classification was proposed by Briggs where it is said that media grouping is more directed at student characteristics, instructional tasks, materials and transmission. Briggs classifies 13 kinds of media used in the learning process, namely: (1) Objects, (2) Direct voice, (3) Print media, (4) Blackboard, (5) Transparency media, (6) Frame films, (7) Stringed films, (8) Motion pictures, (9) Television, (10) Pictures, (11) Models, (12) Audio recordings, (13) Programmed lessons.

c. Media Classification Based on the Senses Involved

This media classification was proposed by Rudy Bretz, who stated that there are three main characteristics in the division of media, namely characteristics based on sound, virtual, and motion. In addition to the above characteristics, Bertz also distinguishes between broadcast media (telecommunication) and recording media (recording), so that there are eight media classifications, namely (1) motion audio visual media, (2) semi-motion media, (3) silent audio visual media, (4) audio media, (5) motion visual media, (6) print media (7) silent visual media. (Aghni, 2018, p. 102).

Physical education, which is part of overall education, is essentially an educational process that involves interaction between students and the environment which is managed through systemic physical activities to improve motor skills and functional values that include cognitive, affective, and social aspects. Physical education is basically education through physical activity which is used as a medium to achieve overall individual development both in terms of the body, of course also in terms of the spirit. The attitude of discipline, honesty, sportsmanship, willingness to recognize the superiority of opponents and willing to accept shortcomings in oneself are some of the goals of the educational process through physical activity. Furthermore, having a high fighting spirit to prepare for the upcoming game to perform better. (Aditia, 2015, p. 2251–2259).

Inclusive education according to Salamanca is an inclusion-oriented regular school is the most effective way to overcome discrimination, create a friendly society, build an inclusive society and achieve the ideals of education for all. This statement is also supported by Ilahi who states that the concept of inclusive education is an educational concept related to openness in accepting children with special needs to obtain their basic rights as citizens. It can be concluded that inclusive education is an education system that serves all children of the nation's citizens without exception, both those with special needs and those without special needs to get proper education in regular classes in a nearby learning environment.

Physical Education in Inclusive Education is usually referred to as Adaptive Physical Education. According to Winnick, adaptive physical education is an individually created program of developmental activities, exercises, games, rhythms, and sports designed to meet the needs of physical education for unique individuals. (Pasuang, 2019, pp. 5-10).

Adaptive sports are sports that are specifically designed for individuals who have limited abilities using modified equipment. This sport is made specifically for students with special needs

by referring to the real sport, namely sports that are usually done by normal people. For example, basketball is a team sport that is usually played by normal people, so that this game can be played by learners with special needs, the basketball game must be modified both in terms of tools and other equipment. (Mansur, 2014, pp. 2–16).

## **RESEARCH METHODS**

Researchers use qualitative research methods to obtain detailed and in-depth information and results based on the problems and objectives to be addressed. Researchers chose qualitative methods because researchers want to find, study and understand a phenomenon that cannot be found using only assumptions or numbers (May, 2021, p. 57). In this research, the method used is a case study. Case studies are in-depth research on individuals, one group, one organization, one activity program, and so on at a certain time with the aim of obtaining a complete and in-depth description. Case studies are chosen by researchers because in this case researchers want to reveal specific, unique and detailed things that cannot be revealed by other studies and are able to reveal the meaning behind the phenomenon in its natural conditions.

The location of this research is SD Tumbuh 1 Yogyakarta located at Jl. A.M. Sangaji No. 48, Yogyakarta Postal Code 55233, Yogyakarta Special Region. This research was conducted on Wednesday, January 25, 2023.

Population has a fairly diverse meaning, population is the whole of the variables concerning the problem under study including all individuals who are the research area will be subject to generalization. (Hadi et al., 2021, p. 47). In this study, the population was students and teachers of SD Tumbuh 1 Yogyakarta.

Samples in qualitative research are not called respondents but sources, or participants, informants, friends, teachers or consultants in research. Because they not only answer questions passively but actively interact interactively with the researcher as the researcher creates. (Hadi et al., 2021, p. 138). The samples in this study were 6th grade students and PJOK teachers of SD Tumbuh 1 Yogyakarta.

Field research has a more qualitative approach, relying heavily on field data obtained through informants, respondents, documentation or observation in social settings related to the subject under study. (Hadi et al., 2021, p. 132). Probability sampling is a sampling technique that provides equal opportunities for each element of the population to be selected as a sample member. (Hadi et al., 2021, p. 134). This research uses a sampling technique with probability sampling.

The data collection techniques are as follows

1. Observation

Observation is a data collection technique that is carried out systematically and deliberately through observation and recording of the symptoms being investigated. (Hadi et al., 2021, p. 147). In this study, observation was carried out frankly, meaning that the researcher in collecting data stated frankly to the data source, even he was conducting research. (Hadi et al., 2021, p. 147).

2. Interview

The interview was conducted in an open manner, starting with the researcher being able to ask unstructured questions (because at the initial stage the researcher himself did not know what he did not know. This means that the informant gets the freedom and opportunity to express his thoughts, views and feelings without being strictly regulated by the researcher. After the researcher has obtained some information, the researcher can conduct a more structured interview based on what the informant has said. (Hadi et al., 2021, p. 143).

Structured interviews are interviews conducted by interviewers who set the problems and questions to be asked themselves. (Hadi et al., 2021, p. 63). Structured interviews were used as a data collection technique. The researcher already knows what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions. With this structured interview, each respondent is given the same questions and the researcher records them.

In this study, the key informant is Mr. Geovani Akbar, S.Pd as a PJOK teacher at SD Tumbuh 1 Yogyakarta. He is an alumnus of Yogyakarta State University who graduated in 2006 by taking the Physical Education Health and Recreation study program.

3. Documentation

Documentation is a record of events that have passed. Documents can take the form of writings, pictures, or monumental works of a person. (Zuchri, 2021, pp. 160–161). This documentation is used to complement data obtained from interviews and observations sourced from documents and recordings. In qualitative research there are sources of data that come from non-humans such as documents, photographs and statistical materials (Zuchri, 2021, p. 150). In this research, the documents obtained were in the form of photos, videos, and interview recordings.

The data analysis technique used in this research is by means of:

1. Data Reduction

The data obtained from the field is quite a lot, so it needs to be recorded carefully and in detail. As has been stated, the longer the researcher goes to the field, the more the amount of data will be numerous, complex and complicated. For this reason, it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, selecting key things, focusing on important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection and search for it if needed.

2. Data Display

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By displaying the data, it will make it easier to understand what is happening, plan further work based on what has been understood (Zuchri, 2021, p. 162). The data on the research obtained is presented in the form of a description and discussion is carried out in the presentation of the data.

3. Conclusion Drawing/Verification

The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, the conclusions put forward are credible conclusions. (Zuchri, 2021, p. 162).

Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory. (Zuchri, 2021, p. 162).

## **RESULTS AND DISCUSSION**

### **1. Profile of SD Tumbuh 1 Yogyakarta**

SD Tumbuh 1 Yogyakarta SD Tumbuh 1 is the first campus of Tumbuh. Established on March 12, 2005 and occupying a cultural heritage in Yogyakarta, SD Tumbuh 1 applies the spirit

of education for all, appreciates and respects differences, grows in religious, economic, social, cultural diversity, and individual needs.



With a location on Jl. A.M. Sangaji No. 48, Yogyakarta 55233, the contacts that can be contacted are (0274) 557970 and +62 877 3182 3000. It has a vision of education for children to grow and develop as learners with character, respect for diversity, love for the country, and local wisdom, and show awareness as global citizens.



Organizing inclusive education that develops children according to their potential and needs. Providing learning that encourages children to respect religious, economic, social, cultural diversity and special needs. Providing learning that encourages children to appreciate the nation's wealth and local potential, love for the country and local wisdom. Provide learning that prepares children as open-minded global citizens and actively contribute positively.

The curriculum applied in the learning process at SD tumbuh 1 Yoyakarta with the main curriculum is the national curriculum with local wisdom content (Jogja educational spirit),

inclusion-multiculture and campus privilege programs (entrepreneurship). And enrichment curriculum: Cambridge International Primary Program (CIPP) in the subjects of English, Math, Science.

The learning approach at SD tumbuh 1 Yogyakarta is an inquiry learning approach that encourages children to actively discover and think scientifically in examining a matter. An individual approach is also taken to develop the uniqueness and potential of each child. The entrepreneurship program of SD Tumbuh 1 develops entrepreneurial character in students so that they can work according to their uniqueness and potential.

This data was collected from interviews with sports teachers at SD Tumbuh 1 Yogyakarta. SD Tumbuh 1 Yogyakarta has implemented inclusion-based learning media. Especially in sports learning media, the media is almost the same, only tailored to the needs of each student, although in its application there are no instructions for use aimed at inclusive children. Learning media consists of hardware media or in the form of tools stored in the school warehouse and maintained independently by sports teachers, while those in the form of software or videos are stored by their respective educators. Because the learning media at SD Tumbuh 1 Yogyakarta still has limited energy, time and team in designing it, the media is still bought from outside.



SD Tumbuh 1 has its own sports learning media in the form of gymnastics called gymnastics grow which lasts 7 minutes 03 seconds. This gymnastic movement can accommodate all SD Tumbuh children who strive to provide opportunities for those who experience limitations in order to get a proper education and provide guarantees for a brighter future. In inclusive schools, regular students and inclusive students learn together regardless of the student's disability. The capacity per class is a maximum of 22 students with a maximum of 3 inclusion students (tentative).

The application of inclusion-based sports learning media at SD tumbuh 1 Yogyakarta is tailored to the needs of students. This learning media refers to the strengths and understanding of

inclusion students to be more developed, so that these inclusion students can maximize their potential in participating in learning according to their abilities. Learning media at SD tumbuh 1 Yogyakarta is almost the same as learning media in other schools, it's just that teachers make modifications so that all students can take part in learning without any significant obstacles. Meanwhile, in designing inclusion-based sports learning media, there are several obstacles in the form of energy, time, and team. In designing learning media, it takes a long time because it must adjust between students and the learning media used, then the preparation of a team in making, because the obstacles each year are different and must observe students every new school year. In teaching practice using instruments in the form of lesson plans that have been simplified into 1 sheet lesson plans. The use of this 1-sheet lesson plan is also still developed again the material and adjusted to the situation of the students. The use of lesson plans in this lesson is a reference material for teachers in delivering learning materials to students. The assessment instrument is carried out by each class teacher. In providing assessments the teacher sees the ability of students to achieve learning targets, if it is felt that students have not been able to achieve the target the teacher can lower the standard of assessment in learning. Regarding the media used in pjok, the equipment is the same but the treatment is different and each educator or who knows how they should treat each student with special needs.

In implementing sports learning media, SD Tumbuh 1 Yogyakarta makes learning media in the form of growing gymnastics. The gymnastics can accommodate all students, both inclusion students and regular students. The gymnastics uses the growing march song that has been arranged with gymnastic movements. In the gymnastics there are many movements then the gymnastic movements are reduced again because they have to adjust to the abilities of students. The making of sports learning media was made for approximately six months. The finished gymnastics are then uploaded to YouTube SD Tumbuh. In the video there is text that accommodates all, especially to the deaf so that they can feel and follow the movement.

Overall, the use of learning media is quite good, teachers have made inclusion-based PJOK learning media in the form of growing exercises that can be applied to all groups of students who have special needs.

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that SD Tumbuh 1 Yogyakarta is one of several growing schools in Yogyakarta. This school applies an inquiry

learning approach that encourages children to actively discover and think scientifically in examining a matter. The entrepreneurship program develops entrepreneurial character in students so that they can work according to their uniqueness and potential. With various facilities and activities carried out as well as teachers and staff who meet all the needs of students.

Inclusion-based PJOK learning media at SD Tumbuh 1 is good enough because before doing learning the teacher has conducted an assessment of students so that the teacher can determine the media that suits the needs of students without distinguishing between regular children's media and inclusion children. Teachers' understanding of inclusive education is in accordance with the nature of inclusive education. Based on the understanding that teachers have, teachers make lesson plans and methods that are tailored to the needs of students so that children's assessments can be adjusted. However, in its implementation, PJOK teachers experience obstacles such as energy, time, and teams in the process of making PJOK learning media.

SD Tumbuh 1 Yogyakarta does not recognize the terminology ABK (children with special needs) although there are some with special needs teachers do not label students as troublesome. All learners have the same opportunities.

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