



ANALYSIS OF PHYSICAL EDUCATION LEARNING IN SPECIAL SCHOOLS (SLB) IN NORTH SUMATRA

Agung Sunarno¹ Suprayotno Suprayotno² Hardodi Sihombing^{3*} Mhd Yan Ahadi⁴

¹⁻⁴ Sport Science Faculty, Universitas Negeri Medan, Indonesia

Email Co-Author: hardodisihombing@gmail.com

Abstract. This research aims to determine the implementation of physical education learning in the Binjai City Special School for children with mild intellectual disabilities. This research method is qualitative research with case studies. Next, data collection can be developed or proven to solve the problems in the research. Data collection is carried out by observation, interviews with teachers and parents, as well as documentation. The data analysis techniques in this research are data reduction, data presentation and drawing conclusions/verification. The research results show that the implementation of physical education learning for mentally retarded children is in accordance with the concept of physical education, namely implementing DAP (developmentally appropriate practice) where teachers are not asked to change everything they do, but rather align their educational actions with knowledge about child development. It's just that in its implementation there are still obstacles where the concept of aligning the adaptive physical education actions implemented seems more appropriate for normal children only at low ages. This means that the implementation of adaptive physical education for children with medium mentally disable in Junior Special Schools Binjai is not fully in accordance with the needs and characteristics of adaptive physical education for children with special needs.

Keywords: learning, physical education, special schools (SLB)

1. INTRODUCTION

Physical education (PE) is an integral part of overall education that is able to develop children or individuals as a whole in the sense that it covers physical [1], intellectual (interperative abilities), emotional and moral-spiritual aspects which in the learning process prioritize physical activity and habituation to a healthy lifestyle. Physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence.

The learning environment is carefully organized to enhance the growth and development of all domains, physical psychomotor, cognitive, and affective of each student. The learning experiences presented will help students to understand why humans move and how to perform safe, effective, and efficient movements.

Physical education is characterized by the process of learning sports movements [2]. Learning movement skills is one part of learning physical education at school to which the responsibility is charged so that children have adequate movement skills. Movement skills are abilities possessed by students as a provision for living everyday life.

Physical education is taught to children with special needs as well [3]. Children with special needs are children who require special handling due to developmental disorders and abnormalities experienced by children. In connection with the term disability, children with special needs are children who have limitations in one or more abilities, whether physical in nature such as blindness and deafness, or psychological in nature such as autism and ADHD [4].

Special physical or mental abnormalities in children with special needs such as mentally disabled children require special education services in accordance with the Law of the Republic of Indonesia on the National Education System No. 2 of 1989 (in article 11 paragraph 4 and article 38) and reaffirmed in the Republic of Indonesia Law on the National Education System No. 20 of 2003 in article 3 paragraph 1 that: special education is education for students who have difficulty in following the learning process due to physical, emotional, mental, social abnormalities and or have special intelligence and talent potential [5]. The special education referred to in the Indonesian Law above is to consider that each student is different in the level of achievement of their learning abilities.

Children with intellectual disabilities yearn for a decent life, want harmonious growth and development. Therefore, they also need education and guidance in order to become mature human beings and citizens who can participate in the development of their nation and country. Education for children with special needs requires a separate service pattern, especially for children with developmental impairment, developmental impairment refers to a certain condition with impaired intelligence and adaptive functions, showing various problems with different cases [6].

The American Association on Mental Deficiency (AAMD) in B3PTKSM, (2000:20), defines Tunagrahita as a disorder that includes general intellectual functioning below average (Sub-average), namely IQ 84 and below based on tests; which appears before the age of 16 years; which shows obstacles in adaptive behavior. While the definition of Tunagrahita according to the Japan League for Mentally Retarded in B3PTKSM (2000: 20-22) is as follows that the intellectual function is slow, namely IQ 70 and below based on standardized intelligence tests. Deficiencies in adaptive behavior, occurring during the developmental period, namely between conception and 18 years of age.

Education for children with disabilities can be done in the family, community (non-formal), and at school (formal) [7]. Formal education for children with disabilities is usually provided by foundations or special schools (SLB). Each special schools (SLB) has an educational curriculum program in rehabilitating, training, and educating disabled children, including physical education programs for disabled children (adaptive physical education).

The objectives of education for children with disabilities according to Desinigrum (2016) [4] are as follows: (1) The purpose of education for mildly disabled children is so that children can take care of and foster themselves, and can get along in the community. (2) The purpose of education for children with moderate impairment is so that children can take care of themselves; such as eating and drinking, and can get along with family members and neighbors. (3) The goal of education for severely and profoundly impaired children is to be able to take care of themselves in simple ways such as giving signs or words when they want something, such as eating and toileting.

Implementing the educational goals for children with intellectual disabilities is not as easy as carrying out the educational process for normal children in general [8]. As in the focus of this study where, researchers took the problem of learning physical education in mildly disabled children. Physically, children with mild disabilities are no different from normal children in general but psychologically different. However, in learning, many are unable to carry it out properly.

The data above, supported by observation data carried out at special schools (SLB) Kota Binjai for 3 times, where the school uses the 2013 curriculum even though in 2023 many have used Merdeka Belajar. And in the first observation on July 24, 2023, it was found that educational learning in Binjai City Special Schools (SLB) was carried out

according to class but not according to the needs of the child. Then the acquisition of data findings at Binjai City Special Schools (SLB) is that there are 2 physical education teachers and their graduates are health and recreation physical education, then the findings at Binjai City Special Schools (SLB) are that special schools (SLB) consists of 2 junior and high special schools and the findings in the field that the number of junior high school students is 32 students and high special schools there are 7 students who are classified as mildly mentally disabled. The following are the results of observations of students with mental disabilities in 2023:

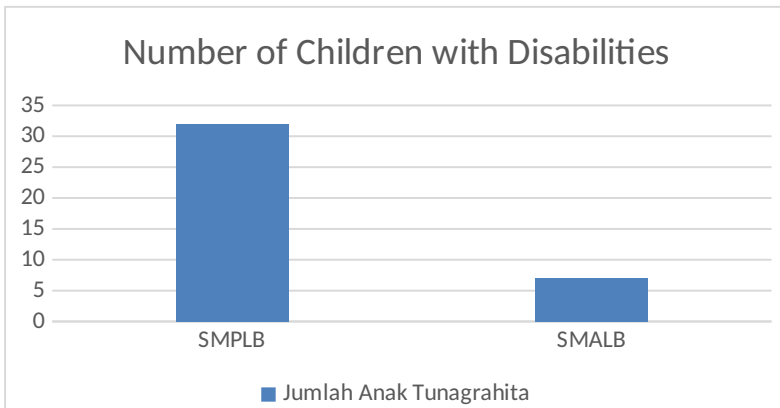


Figure 1. Observation Data on the Number of Students with Disabilities Special Schools (SLB) Kota Binjai Covering Junior And High Special Schools

In the second observation on July 29, 2023 where the findings were that learning at special schools (SLB) Kota Binjai was carried out at hours that had been arranged in such a way, it was just that the implementation of adaptive physical education learning had been separated from children with other disabilities such as mild grahita, autism and down syndrome because of the different characteristics of the shortcomings and advantages of children with these special needs.

Then in the third learning observation on July 30, 2023 at special schools (SLB) Kota Binjai where the teacher tried to convey the material, but the child's ability to respond to each command was still limited. What happens in the field when the teacher instructs to run, then there are still many students who do not respond to the teacher's orders so that some students do and some do not do. It is difficult to achieve physical education learning because of this. And it was found that physical education teachers do not exist in special schools (SLB) in

Binjai City but class teachers who double as physical education teachers, this is certainly the problem that most needs to be explored in this study. So that the learning process in children with disabilities is known. Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes and strengthen personality. In the context of becoming aware or the process of acquiring knowledge, acquiring scientific knowledge [9].

Then what happens in the field that the context of adaptive physical education should be different from physical education in general schools, unfortunately teachers carry out learning not based on the concept of DAP where they arrange a game based on the needs of the child. So that learning is more often carried out like doing learning for normal children in general. So that the values and aspects in adaptive physical education learning are difficult to achieve, it should be through physical education that can improve the ability of children with special needs both in terms of motor skills and in terms of cognitive and affective aspects of these students.

This problem is important to research because if it is ignored, the need for adaptive physical education in children with special needs, especially in mildly deaf children, will be less good and will also have an impact on the physical health of the child. Researchers took the qualifications of mildly retarded children because according to researchers mild retarded children still look like normal children so that many things can be developed to achieve the learning objectives of mild retarded children in physical education learning. Basically, as a teacher does not demand that the child must be able to do many things like normal children. But it would be nice if what is an affective, cognitive and psychomotor need is not wrong in its achievement. This is what makes researchers want to examine more deeply the implementation of adaptive physical education in children with disabilities.

The research gap in this study is that adaptive physical education is a special program designed to meet the unique needs of individuals with disabilities [10]. It aims to promote physical activity, mental and psychosocial development, and teach skills in dancing, games, and sports [11]. Adaptive physical education involves individualized programs tailored to the specific needs of individuals with disabilities. It includes activities such as physical and motor fitness, basic motor skills, water sports, dance, and individual and group games and sports

[12]. The goal of adaptive physical education is to provide safe, personally satisfying, and successful experiences for individuals with varying abilities [13]. It is considered a subdiscipline of physical education and is seen as a means of primary prevention of adverse health effects in individuals with disabilities [14]. The concept of adaptive physical culture is also explored, which focuses on the formation of essential and professional abilities and skills, as well as the development and improvement of the physical and psychological qualities of people with disabilities [15].

2. METHOD

This research method is qualitative research. qualitative method is research to describe and analyze phenomena, events, beliefs, attitudes, and social activities individually and in groups. Qualitative methods are a collection of methods to analyze and understand more deeply the meaning of some individuals and groups considered as humanitarian problems or social problems [16]. The data collection method used was observation of the implementation of physical education learning in special schools (SLB) Binjai City, interviews conducted with teachers and principals and research documentation. The data analysis techniques used in this research are data reduction, data presentation and conclusion drawing/verification. The research subjects who were used as the main informants of the research were 2 PE teachers in Binjai City Special Schools (SLB), 1 principal and 2 parents so that a total of 5 people. Respondents or research subjects are actively involved to actively participate from the discovery and formulation of problems, the research process, data analysis to decision making.

3. RESULTS AND DISCUSSION

The results of the interview with informant C1 (Principal) where from the results of the principal's interview it was concluded that in the implementation of adaptive physical education, there were learning difficulties, namely in the targets that the teacher wanted to achieve in the learning process. In achieving the learning target the teacher is less conditioned with the student's situation. So sometimes the targets that must be achieved are too high not as expected, while the child's ability is still not able to achieve these targets. The teacher must lower the target because if it is forced, the learning objectives will not be achieved. Then the difficulty of physical education teachers in teaching

children with disabilities in the field is on the students, because of the limitations that exist in children with disabilities that become teacher obstacles. So for example, a child with a disability where his physical abilities are hampered.

The conclusion of the teacher informant (C2) is that the learning material for mildly retarded children is the same as other normal children. One of the differences is the application of the learning model. Although the implementation is in accordance with DAP where the teacher applies games to move, the teacher must be able to create a learning model for mildly disabled children. Because it cannot be equated to the application of learning models in normal children with children with mild deafness, due to limitations in children with deafness. The activities carried out are the same as those of other normal school children, the difference is that I use more learning media that can be quickly and easily understood by students, and also develop learning strategies, so that learning is interesting and not boring, so that students will be motivated to learn. The difficulty in learning PE in special schools (SLB) is that mentally disable children are difficult to understand, remember, think abstractly, so they need something concrete in learning to help understanding.

Table 1. Adaptive Physical Education Learning Description Table

No.	Responden	Difficulties in Physical Education Learning
1	AS	Achieving learning goals, utilizing facilities for learning, using learning aids, and evaluating physical education learning.
2	DK	Mastery of the material and related physical education learning evaluation issues.
3	MDS	Learning objectives, use of learning methods, use of physical education learning aids and in-depth knowledge of physical education.
4	TPR	Learning evaluation issues in physical education and the performance of physical education teachers as they should.
5	TPS	Mastering methods for students, dealing with students in the field, problems using learning aids and evaluating physical education learning.

The results in this study related to learning materials are good, but in this study the weakness of the material component is that teachers do not use teaching materials in physical education, where teaching materials are not needed in physical education. This is a difficulty in learning physical education at special schools (SLB) Binjai. Then so far the focus of learning physical education in special schools (SLB) is playing big ball, running and games. even though there is a lot of

material in the physical education curriculum and the material can be adjusted to the needs of students. Due to the limited knowledge of teachers, teachers have not been able to modify the material to be simpler.

Physical education for children with disabilities is important for their development and well-being. It is recognized that an inclusive approach is essential, valuing the active and autonomous participation of these children in the learning process [17]. The implementation of adaptive physical education also requires collaborative work between teachers and Aliafa (2019) [18] as a strategy to promote inclusion and interaction among children with disabilities [19]. Children with disabilities have slightly different characteristics, and specialized services are needed to support their education. Adaptive physical education classes, including strength training, can contribute to the development of strength abilities in children with disabilities [20].

Then the selection of methods is not based on the learning objectives of adaptive physical education even though the adaptive physical education learning method is different from the learning method in general, then students are less cooperative with the teacher, which means that the choice is according to the needs of the student's characteristics so that students are not bored in learning, and the last is the difficulty of communicating with children with special needs, this is a challenge for teachers to issue a surefire move on students.

There are several stages in physical education learning carried out by the teacher, the first is the planning stage where before the lesson begins the teacher compiles a lesson plan, then provides equipment that will be used in physical education learning, at this planning stage the teacher starts PE learning beginning with the teacher leading students to pray first. The next activity is student attendance, followed by a modified warm-up and led by the teacher. This is to begin the core material to be learned to develop the body parts of students who have disabilities [21].

The conclusion in physical education learning is that in short-term goals students are able to understand what the teacher teaches, but for understanding in the longterm students have not been able to understand the whole. For learning materials, teachers implement big ball material, running and baseball games. As for learning aids, teachers have not been able to modify tools where teachers only focus on existing school facilities. Children really love education subjects so

the application is that they like to exercise on holidays. In the evaluation the teacher conducts feedback and students respond by answering.

The relationship between children and teachers is very good. In the learning process, there is good communication between children and teachers, creating a harmonious and close relationship. So that children feel comfortable and fun learning in the classroom and outside the classroom. Children experience difficulties in learning PE, namely in their skills (psychomotor) abilities. Where the ability to coordinate body parts with the brain that often does not function synchronously, thus hampering the learning process.

From the results of the research, a solution is needed to overcome the obstacles to the implementation of adaptive physical education in special schools (SLB) Binjai which is not carried out by individuals whose education is appropriate. The first solution offered is: (1) The evaluation of physical education must be carried out as it should be more displayed psychomotor and teachers must be given the right assessment rubric. (2) The concept of learning in special schools (SLB) children must involve games so that children are happier, and teachers must continue to explore their abilities through educational games in journals, youtube etc. to be applied in motion.

4. CONCLUSION

The implementation of physical education learning for children with disabilities is in accordance with the concept of physical education, namely implementing DAP (developmentally appropriate practice) where teachers are not asked to change everything they do, but rather align their educational actions with knowledge about child development. It's just that in its implementation there are still obstacles where the concept of harmonizing adaptive physical education actions implemented seems more appropriate for normal children only for low age. This means that the implementation of adaptive physical education for children with medium mentally disable in Junior Special Schools Binjai is not fully in accordance with the needs and characteristics of adaptive physical education for children with special needs.

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