



# Analysis of Inclusive Education Survey and Transformation of Physical Education Teachers, Limboto District, Gorontalo Regency, Gorontalo Province, Indonesia

Meyke Parengkuan<sup>1\*</sup>

<sup>1</sup> Physical Education Departement, Faculty of Sport and Health, Universitas Negeri Gorontalo  
parengkuanmeyke1967@ung.ac.id

**Abstract.** One way to overcome the social problems of children with disabilities is inclusive education. Inclusive education is an innovative and strategic educational approach to expand access to education for all children with special needs, including children with disabilities.

This research method is a type of quantitative research, namely a research approach that seeks to describe and understand a phenomenon in depth with the researcher as the main instrument. The samples in this study were 4 elementary schools in the Limboto District, Gorontalo Regency, which that the results of the learning process of PJOK teachers for inclusive students in Limboto District, Gorontalo Regency with a total frequency of 86 and a total of 104 questionnaires in the observation questionnaire obtained a percentage of 82.69% and based on table 1. regarding clarification of the percentage of survey research results, the learning process of PJOK teachers in schools The basis for inclusion is that there are inclusive schools, namely, SDN Limboto 6, SDN Limboto 10, SDN Limboto 16, SDN Limboto 18, Gorontalo Regency. The sample is a portion or representative of the population studied.

Data shows that the entire Limboto District in Gorontalo Regency can be categorized as "Good". Based on the results of the analysis and discussion described above, it can be concluded as follows: (1). Learning process The learning process of PJOK teachers in inclusive schools in Limboto District, Gorontalo Regency can be categorized as "Good", this is proven by an average percentage of 82.69%. (2). The most dominant supporting and inhibiting factors in the learning process of PJOK teachers towards inclusive students.

**Keywords:** Inclusive Education, Physical Education, Analysis, Survey

## 1 Introduction

The success of inclusive education will be achieved if environmental factors that hinder children's learning can be adjusted to the needs of students, including students with special needs. One way to overcome the social problems of children with disabilities is inclusive education. Inclusive education is an innovative and strategic educational approach to expand access to education for all children with special needs, including children with disabilities. Inclusive education that occurs in Indonesia still experiences obstacles, the obstacles that have occurred so far are the lack of teacher knowledge about children with special needs, the lack of teacher skills in handling children with special needs and the attitude of teachers towards children with special needs which is seen as still looking down on them.

The challenges of inclusive education include the wrong societal paradigm towards individuals with disabilities, inadequate campus management and human resources and the accessibility of campus facilities that do not yet implement the principles of inclusion. Physical education is one of the platforms provided by the government in order to develop the potential of citizens in the physical field. Physical education can develop motor skills and increase growth and development in all domains, physical, psychomotor, cognitive and affective. Physical education is essentially an educational process that utilizes physical activity to produce changes in individual quality, both physically, mentally and emotionally. The implementation of physical education learning orientation must be adapted to the child's development, the content and description of the material as well as the method of delivery must be adjusted so that it is interesting and enjoyable. Learning targets are aimed not only at developing sports skills, but at the child's overall personal development.

The basic concepts of physical education and effective physical education teaching models need to be understood by those who want to teach physical education. The focus of physical education is to prioritize movement activities as a medium for learning. More specifically, physical education is concerned with the relationship between human movement and other areas of education, namely the relationship between the development of the physical body and the mind and soul. So, every Indonesian child has the right to receive instruction in the form of physical education so that the development of their mind and soul is balanced with their physical development. The rights of Indonesian children to receive instruction are explained in the articles of the 1945 Constitution.

The development of education for children with special needs in Indonesia began with the establishment of the first formal education for the blind in 1901 in Bandung. Then a Dutch school for mentally retarded children was also established in 1927 and subsequently, education for deaf children in 1937. Now the paradigm of providing education for children with special needs is implemented in an integration (inclusion) manner with general children. However, until now there are still many who do not properly understand the paradigm of children with special needs and inclusive schools [1].

In connection with adaptive physical education, it needs to be emphasized that students who have special needs have the same rights as normal children in obtaining education and learning at every level of education. They are also the nation's children who are the hopes of parents, society, nation and state [2] while the aim of adaptive physical

education for children with special needs and normal children is the same, namely to increase physical growth and development, movement skills, social and intellectual. Teachers in schools are required to have competence in four types, namely pedagogical, social, personality and professional competence. Through this research, an analysis is needed, so this research takes the topic "Analysis of Inclusive Education Survey Results and Transformation of Physical Education, Sports and Health Teachers, Limboto District, Gorontalo Regency, Gorontalo Province, Indonesia

## 2 Method

This research is a type of quantitative research, namely a research approach that seeks to describe and understand a phenomenon in depth with the researcher as the main instrument [3]. Population is the subject of research [4]. The population in this study were all classes at the Inclusive State Elementary School in the Limboto District Area. Due to the limitations of the author and the large area of Gorontalo Regency, the researcher used random and the sample in this study will be Limboto District. The sample in this study was 4 State Elementary Schools in the Limboto District, Gorontalo Regency, which have inclusive schools, namely, Limboto 6 State Elementary School, Limboto 10 State Elementary School, Limboto 16 State Elementary School, Limboto 18 State Elementary School, Gorontalo Regency. The sample is a partial or representative of the population studied. Meanwhile, sample research is research that intends to generalize the results of sample research [4]. The sample in this research The design in this research uses a survey method, then analyzed, namely research that takes samples from a population and uses a questionnaire as the main data collection tool. The questionnaire consists of a number of questions that must be answered by the respondent. Survey research is based on deductive logic, namely starting by using a theory as a basis and ending with analysis of measurement data [3].

## 3 Result

Based on the results of this research, a survey was conducted at inclusive elementary schools in Limboto District, Gorontalo Regency, Gorontalo Province, the results obtained were as follows: Based on the results of a survey of the learning process of Physical Education, Sports and Health teachers at inclusive schools in Limboto District, Gorontalo Regency, data were obtained. as follows:

Table 1 Results of a survey of Physical Education, Sports and Health teachers' learning process for inclusive students in Limboto District, Gorontalo Regency

No	Name of School	n	N	P	Category
1	Limboto 6	24	26	92.31 %	Good
2	Limboto 10	22	26	84.62 %	Good
3	Limboto 16	19	26	73.08 %	Medium

4	Limboto 18	21	26	80.77 %	Good
	Total	86	104	82.69 %	Good

Information :

n = Number of Frequencies

N = Number of Respondents

P = Percentage

From the data above, it shows that the results of the learning process of Physical Education, Sports and Health teachers for inclusive students in Limboto District, Gorontalo Regency with a total frequency of 86 and a total of 104 questionnaires in the observation questionnaire obtained a percentage of 82.69% and based on table 1, regarding clarification of the percentage As a result of survey research, the learning process of Physical Education, Sports and Health teachers in inclusive elementary schools in Limboto District, Gorontalo Regency, can be categorized as "Good"

#### 4 Discussion

The following are the names of teachers and the background of Physical Education, Sports and Health teachers in inclusive schools in Limboto District, Gorontalo Regency: Table 2 Names of Physical Education, Sports and Health teachers in Inclusive Public Elementary Schools in Limboto District, Gorontalo Regency.

Physical Education, Sports and Health teachers must be able to adapt learning materials and methods according to the level and type of student needs. So that students who have special needs receive the same methods as normal children so that inclusive students can adapt to normal children.

#### 5 Conclusion

In this research, although the researcher only made observations and filled out an observation questionnaire, the researcher tried to be as objective as possible by viewing video recordings and analyzing the observation questionnaire repeatedly so that the research results could truly be accounted for. Based on the results of the analysis and discussion described above, it can be concluded as follows:

1. Learning process The learning process of Physical Education, Sports and Health teachers in inclusive schools in Limboto District, Gorontalo Regency can be categorized as "Good", this is proven by an average percentage of 82.69%.
2. The most dominant supporting and inhibiting factors in the learning process of Physical Education, Sports and Health teachers towards inclusive students are:
  - a. Teachers are able to recognize the abilities and understand the level of difficulty and types of needs of inclusive students.
  - b. The presence of a companion teacher is very helpful during the learning process.
  - c. There are no special facilities and infrastructure for inclusive students

d. Lack of knowledge of Physical Education Teachers, Sports and Health about adaptive physical education learning so that teachers only provide material according to students' needs e. Teachers are expected to always motivate each student so that students have the enthusiasm to carry out the learning process well.

## References

1. Chatib and Said 2012. *Champion Children's School (Based on Plural Intelligence and Equitable Education)*. Bandung: Kaifa.
2. Tarigan, Beltasari. 2000. *Adaptive Physical Education*. Surabaya: UPI-Bandung.
3. Maksum, Ali. 2012. *Research Methodology*. Surabaya: UNIPRESS UNESA.
4. Arikunto. 2010. *Research Procedures, a Practical Approach*. Jakarta: Rindeka Cipta.
5. Bahagia and Suherman. 2000. *Principles of Development and Modification of Sports Branches*. Jakarta: Depdikbud Dikdasmen.
6. Dini, Rosdiani. 2013. *Direct Learning Model in Physical Education and Inclusive Education*. Bandung: Refika Aditama.
7. Ghoni and Almansyur, 2012. *Qualitative Research Methods*. Jogjakarta: Ar-Ruzz Media
8. Maksum, Ali. 2007. *Statistics in Sports*. Surabaya: UNIPRESS UNESA.
9. Survey of the Learning Process of Physical Education, Sports and Health Teachers in Inclusive Schools. <http://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/issue/archive/377> Permendiknas No. 70 of 2009 Article 3 Concerning Inclusive Education for Students who Have Disabilities and Have Potential Intelligence and/or Talent Special (Downloaded at <http://www.kopertis12.or.id/wp-content/uploads/2013/07/> on 14 November 2023).
10. Retno, Mundi. 2016. *Survey of the Implementation of Physical Education, Sports and Health Learning in State Middle School Inclusion Schools in Central Surabaya (Grade VII Study)*. Surabaya State University.
11. Smith, David. 2012. *Inclusive Schools (Concept and Application of Learning)*. Bandung: Nuansa.
12. Werner, David. 2002. *Village Children with Disabilities (guidelines for public health workers, rehabilitation officers and families)*. Malang: Bhakti Luhur Foundation.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

