



Innovation of Adaptive Physical Education in the Teacher's Perspective on Children with Special Needs

Awik Retyaka Afudaniati¹; Mohammad Furqon Hidayatullah¹; Tri Rejeki Andayani^{1, 2}

¹ Department of Special Education, Universitas Sebelas Maret, Indonesia

² Department of Psychology, Universitas Sebelas Maret, Indonesia

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Abstract

The purpose of the study was to investigate the teacher's views on learning innovations for adaptive physical education for children with special needs. This study uses descriptive qualitative data collection through observation, questionnaires, and interviews. This study involved 10 SDLB teachers in Temanggung. In this study, the teacher understands; first, a sense of responsibility expressed by all respondents to provide and design a learning process that supports the needs of students. Second, the main obstacle that occurs to teachers is in modifying the implementation of learning that is tailored to the conditions and needs of students. Third, teachers need adaptive physical education learning innovations for children with special needs. Fourth, teachers are motivated to implement and develop adaptive physical education learning innovations for children with special needs associated with local wisdom values.

Keywords: *Learning Innovation; Adaptive Physical Education; Children with Special Needs; Local Wisdom*

Introduction

Autism is an individual who experiences developmental disorders from an early age which results in the inhibition of children's development. Movement development disorders are some of the developmental disorders that are usually experienced by autistic children. Autistic children in terms of movement ability have lower movement abilities than normal children of their age (Ferasinta, 2020).

Research conducted by (Haruvi-Lamdan, 2020; Hodges, 2020) found that autistic children have deficiencies in motor skills, both gross and fine motion, physical strength, and are less active in physical activity compared to their normal peers. According to (Hyman, 2020; Schaaf, 2020) also stated the same thing that autistic children have low gross motor skills and require early intervention to overcome impaired gross movement skills development.

When learning physical education, children tend to be passive or otherwise do repetitive or

arbitrary movements outside of the teacher's instructions when physical education learning takes place (Baharuddin & Arfanda, 2020). According to (Amirzan & Marpaung, 2020) physical education is an integral part of the overall education chosen in the learning of children with special needs to develop and improve children's organic, neuromuscular, interactive, social, and emotional abilities. In line with this opinion (Sukriadi, 2021) in the results of his research stated that learning physical education and sports is very much needed for ADHD children because this learning can help overcome children's problems through various sports activities including training children's fine and gross movements, balance, social interaction, etc (Rachamatika et al., 2021; Sudrajat et al., 2021).

The implementation of learning in SLB should also be adjusted to the ability of children, to maximize the potential of children with special needs. One of the implementations of learning that still needs improvement and development both in terms of curriculum and implementation of learning is adaptive physical education (Asrifah et al., 2020; Rafikayati et al., 2018). Adaptive physical education is part of the education system that aims to encourage physical, psychological growth and movement, cognitive, and social interaction skills as well as healthy living habits that can stimulate physical and psychological growth and development in a balanced way.

Physical education learning objectives are more emphasized on aspects of developing physical fitness and movement skills which include three aspects, namely psychomotor aspects in the form of movement skills and physical fitness; cognitive aspects that emphasize movement skills only; and affective aspects include children's implied attitudes in learning practices (Wiaro, 2015).

The implementation of physical education learning currently still has many problems in schools. As stated by Wiaro (2015) important problems in physical education today are the ineffectiveness of learning in schools, the quality of physical education teachers is generally inadequate, the learning model is still traditional so that students view physical education as a boring lesson, and learning media who still use makeshift tools or without modification of learning media (Iasha et al., 2020).

Children with special needs experience obstacles to respond quickly to stimuli from the environment to make movements imitate movements and directed movements. In addition, they also experience serious problems in movement, sensory, and other obstacles (Marudut et al., 2020). Children with special needs need more physical education than normal children in general. Physical education learning for children with special needs is needed to stimulate and train children to move, improve children's physical development (Judge, 2017).

The descriptions of the implementation of adaptive physical education in special schools can be concluded that in the implementation of learning teachers have used innovation in providing media, providing reinforcement, but not using varied learning models. The varied learning models referred to here are physical learning models that apply game-based learning models, athletic-based learning, and so on (Suryanto et al., 2017). The author has not found a varied and appropriate learning model that is applied to autistic children in online learning from several research results that have been described.

The application of this learning model in the form of games has a great opportunity to improve the movement development of children with special needs both in terms of motor skills, social emotions, and cognitive. According to Rosdiana, (2013) suggests that the application of traditional game-based learning models is very good and effective to improve the gross motor skills of mild mentally retarded children and the application of learning models that vary according to the characteristics of each child can affect learning, especially athletic learning can be achieved properly.

Several studies suggest that local wisdom-based learning models such as traditional games can improve children's abilities in aspects of movement, social interaction, children's morals, and

concentration in learning. According to (Wahyudi, 2020; Kaso, 2021) suggests that in children aged 4-5 years there is an increase in gross motor skills which has increased after giving motion learning through traditional Banten games. Another opinion, expressed by (Pratama, 2021) states that traditional games can also build character in upper-grade elementary school students, the characters built in this study include cooperation, honesty, self-confidence, and caring for others. Physical education learning models based on traditional games are very effective for character building and improving the perceptual motion and social behavior of lower grade elementary school students.

Problems that occur in autistic children, especially obstacles in the aspect of movement, can be developed through creative, innovative, and fun learning models that are suitable for adaptive physical education learning, one of which is local wisdom-based learning. This learning model uses elements of regional local culture which contains dolanan songs and modifications of traditional games. The dolanan song was chosen in this learning model because the dolanan song has noble and good cultural messages or values. The use of dolanan songs with short song durations is expected to stimulate children's enthusiasm to be interested in following the movements shown. Traditional games are included in this learning model because traditional games can support children's motor skills, both gross and fine motor skills, and have values that can build interactions between friends when playing together, even though simple but contain great meaning and benefits.

Methodology

The problem in this research is how are learning innovations according to the views of the teachers regarding adaptive physical education for children with special needs? The purpose of this study is to describe the aspirations of adaptive physical education teachers to children with needs related to learning innovation. This research method uses descriptive qualitative. In addition, this research was also carried out in the concept of assisting teachers which aims to increase teachers' understanding of adaptive physical education for students with special needs about adaptive physical education. The implementation of this activity is divided into 3 (three) stages, namely; (1) preparation, (2) implementation, (3) evaluation. The research subjects were SDLB teachers at SLB N Temanggung. The steps taken were given a questionnaire, developing an interview protocol, conducting interviews, transcribing audio recordings, and then the analysis phase. The semi-structured interview protocol was designed to provide insight into the teacher's understanding of adaptive physical education learning innovations for children with special needs. Respondents for this study consisted of 10 SDLB teachers at SLB N Temanggung. Subsequently, all interviews were recorded and immediately transcribed.

Result and Discussion

Problem identification to determine the teacher's perspective begins with observation. Observation activities were carried out by observing and interviewing 10 teachers. Based on the results of these observations, it was found that in carrying out physical activities, only modest activities tend to be monotonous. Therefore, innovative training is needed related to the basic locomotor movement abilities of autistic students at the SDLB level and the implementation of physical education learning that is appropriate for children with special needs.

A sense of responsibility was expressed by all respondents to provide and design learning processes that support student needs. Nur: "Honestly, I still need to get a lot of information related to learning innovations related to adaptive physical education for children with special needs, it takes tutors who are competent and experts in their fields". Anto: "Most of the responsibility of the teacher is to provide a pleasant learning experience. Moreover, students with special needs have limitations that have

been given by God, and we as teachers must develop all the potential that exists in students. Teachers must be able to make students feel comfortable ". In addition, Ana argues: "The benchmark for learning outcomes can be seen from changes in the cognitive, affective, and psychomotor domains of students. Therefore, the government must give freedom to physical education teachers to design learning processes that are following the characteristics of students with special needs. Sukma explained; "We also have to make sure students have confidence and feel happy in the learning process. All teachers agree that teachers have a responsibility for and students must have a collaborative attitude in the classroom.

Researchers direct more in detail to explore information related to the perspective of teachers regarding innovations in adaptive physical education learning for children with special needs at SLB N Temanggung by providing materials, assignments, and practices. Researchers coordinated with teachers through 7 online meetings to conduct Focus Group Discussions and sent drafts of local wisdom-based physical education learning model guidebooks to be read, studied, studied. The teachers were asked to express their opinion.

Teachers' views on adaptive physical education learning innovations for children with special needs such as students with hearing impairment, mental retardation, and children with learning difficulties, who attend regular physical education without any special treatment, students who face problems with motor performance, physical mobility, and functional independence that interfere their ability to participate in learning activities at school must receive adaptive physical education. (Interview SP. 1, May 9, 2020).

Every student with special needs must be allowed to participate in regular physical education provided for both normal or regular students. However, this does not apply to students who are fully in special facilities or services or students who require special physical education services. Adaptive physical education is given to students with special needs who are not able to attend regular physical education, either due to physical conditions or control of special services. (Interview SP. 2, May 11, 2020).

Physical education teachers do not understand the implementation of adaptive physical education so that the learning provided is not following the needs and obstacles possessed by ABK, physical education teachers who do not include ABK students in physical education learning activities, students only play at will without any attention from the teacher. (Interview SP. 3, May 13, 2020).

Learning programs for students with special needs are not the same as other students, because each student has different characteristics and needs. So that a learning program that is more specifically tailored to the needs of these students is needed. Even when the learning is carried out together with other students, the program that must be implemented is different from the learning program for other students and is integrated with the values of local wisdom. To obtain maximum learning outcomes, it is necessary to develop and modify learning to meet the needs of each student. (Interview SP. 4, May 15, 2020).

In order to meet the needs of students with special needs in physical education learning, teachers are asked to make modifications or adjustments in the implementation of learning that is tailored to the conditions and needs of students. This type of modification in learning varies and varies according to the needs and limitations of students with special needs, but still has the aim of maximizing the learning process. (Interview SP. 2, May 13, 2020).

Meanwhile, for students who have hearing impairments, teachers must use two methods of communication, namely verbal communication and cues which are often referred to as total communication. This total communication can better understand the instructions given by the teacher,

when students do not understand sign language, he can read lips and vice versa (Interview SP 7, May 16, 2020).

Language is the basis for communication. Before learning begins, students must understand what to do. Understanding takes place through good communication between teachers and students. Therefore, the quality of communication between teachers and students needs to be improved through the modification of the language used in learning. The target of language modification is not only intended for students who experience language barriers, but also for children who experience obstacles in processing information, behavioral, mental, and other types of barriers. For example, autistic students cannot accept and respond to instructions that are too long, so using local languages that students can understand is more effective (Teacher Interview, School A, May 9, 2019).

Table 1 The results of the Teacher's Perspective Questionnaire regarding the innovation of adaptive physical education learning for children with special needs

Research Subject	Questionnaire Aspect		
	Preparation (10 question items)	Implementation (10 question items)	Evaluation (10 question items)
SP 1	5	4	5
SP 2	4	3	4
SP 3	5	5	4
SP 4	4	5	4
SP 5	4	5	5
SP 6	4	5	5
SP 7	4	4	4
SP 8	5	5	5
SP 9	3	4	5
SP 10	4	5	5
Score	42	45	46
Average	4,2	4,5	4.6
Category	Good	Very Good	Very Good

The results of the Table 1 and reinforced by the results of the interviews above show that the teachers agree and need innovations in learning adaptive physical education for children with special needs. Teachers are also motivated to implement and develop adaptive physical education learning innovations for children with special needs associated with local wisdom values.

Conclusion

The results revealed three main themes in this study: 1) A sense of responsibility was expressed by all respondents to provide and design learning processes that support student needs. 2) The main obstacle that occurs to the teacher is in modifying the implementation of learning that is adapted to the conditions and needs of students. 3) Requires innovation of adaptive physical education learning for children with special needs. 4) Teachers are also motivated to implement and develop adaptive physical education learning innovations for children with special needs associated with local wisdom values.

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