

Problems of Learning Sports and Health Physical Education in the Special School



Risdiyanto¹, Wawan Sundawan Suherman²

^{1,2}Faculty of Sports and Health Sciences, Yogyakarta State University, Yogyakarta Indonesia

ABSTRACT: This study has the main objective of describing a situation concerning the problems of physical education, sports and health in Special Schools which focus on: (1) Analyzing the process of preparing for physical education in SLB (2) Analyzing the process of implementing Physical Education learning activities in SLB and (3) Analyzing the form of physical education learning assessment in SLB.

This study uses evaluation research methods. Data were analyzed using the Countenance Stake Model. This model emphasizes two types of operations, namely descriptions and judgments, and distinguishes three phases in the evaluation of Physical Education learning in SLB, namely: (1) preliminary (antecedent) stage, (2) process (transaction) stage, (3)) stage of results (outcomes). The subjects of this study were school supervisors, school principals, physical education teachers. Data collection techniques in this study using interview techniques. Research data were analyzed using qualitative descriptive analysis techniques. The results of this study indicate: (1) the preliminary stage (antecedent), namely the description of Penjasorkes learning is good, because the learning objectives have been adapted to the conditions of the students, the teacher has qualifications so that they are able to compile semester programs, syllabus and lesson plans, the condition of supporting infrastructure, teacher understanding on learning strategies and having mastery of Penjasorkes learning materials; (2) the process (transaction) stage, namely the description of Physical Education learning is quite good because the implementation of Physical Education learning is in accordance with the curriculum, namely using integrative thematic learning with a scientific approach and carrying out authentic assessments; (3) the outcome stage, namely the measurement of the results of the teacher's assessment which includes aspects of attitude, knowledge.

KEYWORDS: learning problems, physical education and health, special school.

INTRODUCTION

Sports and health physical education which is one unit of education has an important role in shaping the growth and development of children. Physical education learning is implemented from elementary school (SD) to be able to stimulate natural growth, motor skills, knowledge and emotional development so that physical education learning is able to improve students' ability to develop their psychomotor and cognitive abilities. (Farlda Noor Isnaini, 2021).

Students with special needs are students who grow and develop with various differences from students in general. The term students with special needs does not always refer to the disability they experience, but refers to special services needed because they experience an obstacle or ability above average. Although the types of students with special needs are very diverse, in the context of special education in Indonesia students with special needs are categorized in terms of blind students, deaf students, mentally retarded students, disabled students, disabled students, and smart and talented students. special, (Sukadari, 2020)

Special schools are special schools for students with special needs which aim to provide opportunities for students to obtain education, (Nurrohman Jauhari et al., 2020). In the implementation of learning, several internal and external factors must be prepared so that learning can run smoothly and optimally. Human resources, both school principals, teachers, curriculum, facilities and infrastructure, are internal factors that greatly influence the learning process of students. Curriculum outreach to parents and the community needs to be increased by the school to support the course of learning. In special schools, sports teachers as adaptive physical education practitioners play a central role in the success of adaptive physical education learning. Likewise with physical and motor barriers where in general physical and motor barriers are the inability of a part of the body to function normally, the impact of injuries, genetics, disease or development that is not completely perfect for the sake of the need for

Problems of Learning Sports and Health Physical Education in the Special School

learning and learning processes for special services. adaptive physical education and can create an educational agenda so that it can be equated with the conditions of students,(Febbry Pratiwi, Cyintia Novita K., 2020).

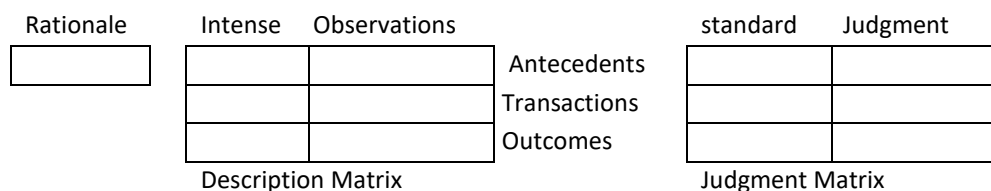
METHODS

Evaluation Models

The type of evaluation in this study is program evaluation, namely the Penjasorkes learning program implemented in special schools throughout Bantul Regency. This study uses a qualitative research method with a countenance approach. The researcher collects the data based on the research questions which will contain non-numerical related methodologies which are categorized under the qualitative framework.

The Countenance Stake Model consists of two matrices. The first matrix is called the description matrix and the second is the consideration matrix. The new consideration matrix can be done by the evaluator after the description matrix is done, and distinguishes three phases in the evaluation of physical education learning in SLB, namely: (1) The preliminary stage (antecedents) in this study is preparation for learning; (2) The process stage (transactions) is the implementation of learning activities; and (3) the Outcomes of this program, namely the learning outcomes of students obtained from the learning assessment process.

This evaluation model diagram describes the description and stages, shown in the following diagram.



Time and Place of Research

This research was conducted on 6 February - 31 March 2023 at special schools in Bantul Regency

Research subject

The population in this study was SLB in Bantul Regency, which consisted of 20 schools. The sampling technique used random sampling with a total sample of 3 schools, namely SLB N 1 Bantul, SLB N 2 Bantul and SLB Marsudi Putra Bantul. The research subjects included PJOK teachers.

Data Collection Techniques and Instruments

Data collection techniques in this study using interview techniques. Researchers conducted interviews, recorded and observed the process of implementing Physical Education learning activities in schools. Documentation is used to assess the administrative completeness of teaching teachers.

Table 2. Penjasorkes Learning Evaluation Model Instrument

Aspects of the Review	DescriptionMatrix	Respondents	Data collection technique
	Intents		
<i>Antecedents</i>	Learners	Teacher,	Interview
	Teacher		
	Learning materials		
	Infrastructure		
	Learning Planning		
<i>Transactions</i>	Implementation of Learning	Teacher,	Interview
	Open learning		
<i>Outcomes</i>	Evaluation	Teacher,	Interview

Data analysis technique

Qualitative Analysis

a. Data Reduction

A selection process, focusing on simplifying, abstracting, and transforming data that emerges from field notes. The data obtained from school supervisors, school principals and Physical Education teachers will increase and widen, so it needs to be reduced,

Problems of Learning Sports and Health Physical Education in the Special School

summarized, sorted and looked for patterns. Through data reduction, what can be done in the field in the form of raw and organized data becomes easier to control and systematic and does not obscure the meaning of research.

b. Data Presentation (Data Display)

Qualitative data is a form of narrative text that is scattered part by part and not simultaneously, is poorly structured, and is very excessive and accumulates so as not to make it difficult to understand the information, it needs to be displayed in matrix charts, graphs, narratives and other forms of tables, photographs photos and so on.

c. Conclusion Drawing and Verification

The data that has been collected is put together into an information chart which becomes a group formulation with the guideline that the data can be interpreted without any additions. The final opinions are an overview of the research findings based on the previous descriptions obtained. Conclusions must be relevant to the theme, research objectives and research findings that have been interpreted and discussed.

RESULT AND DISCUSSION

Research result

a. Antecedent

The research results for each indicator on the antecedent component with PJOK teacher subjects are explained as follows;

DescriptionMatrix		Judgment Matrix	
Intents	Observations	standard	Judgment
Teachers must conduct screening and assessment of students	The accuracy of conducting the assessment made by the PJOK teacher that the Penjasorkes teacher and the PJOK class carry out the assessment	The assessment process includes recording, collecting, separating, assessing and translating information in identifying student weaknesses and planning teaching strategies and approaches according to their abilities	Screening and assessment refer to Penjasorkes learning objectives and are adapted to the curriculum and characteristics of students.
Teachers must make learning tools, one of which is lesson plans	The accuracy of the achievement of the RPP made by the Physical Education teacher that all Physical Education teachers have planned lessons	The RPP components based on the Special Education Process Standards include: (1) subject identity/lesson themes; (2) competency standards; (3) basic competence; (4) competency achievement indicators; (5) learning objectives; (6) teaching materials contain relevant facts, concepts, principles, and procedures; (7) the time allocation is determined according to the needs for achieving KD and learning load; (8) the learning method is used by the teacher to create a learning atmosphere and learning process according to the characteristics of the students; (9) learning activities include introduction, core and closing; (10) assessment of learning outcomes, procedures and instruments for assessing processes and learning outcomes is adjusted to indicators of achievement of competence and refers to the Assessment Standards; (11) learning resources can be in the form of books, print and electronic media, the natural surroundings,	Penjasorkes RPP must refer to the curriculum, adapted to the needs and abilities of students, and adapted to school conditions and with specific goals. Teachers must receive special training in making Penjasorkes lesson plans.

Problems of Learning Sports and Health Physical Education in the Special School

Teachers must be able to modify Penjasorkes for students according to their level of disability	The accuracy of achievement modifies Penjasorkes learning that all teachers have planned but there are still some obstacles	Aspects of modification in Physical Education learning include; 1) use the right language, 2) make a sequence of tasks, 3) availability of sufficient time, 4) rules of the game, 5) learning environment, 6) facilities and equipment, 7) maximum utilization of space	Modifying Penjasorkes lessons made by PJOK teachers referring to guidelines and curriculum development adapted to the needs and abilities of students, as well as adapted to school conditions and with specific goals
Teachers must be able to modify facilities and infrastructure for students	The minimum number of facilities and infrastructure in schools makes students unable/difficult to develop their potential to the fullest and sometimes the implementation of learning has to be done outside of school by renting sports facilities.	Aspects of facilities and infrastructure based on standard facilities and infrastructure include: 1) facilities in the form of tools used for Physical Education, 2) infrastructure in the form of land or buildings for the implementation of Physical Education	Teachers must modify Penjasorkes equipment that is adapted to the type of student's disability

The results of data collection through interviews in the preliminary stage review which evaluates the preparation and activeness of students in participating in learning, the teacher has carried out an assessment so that the goals are in accordance with the curriculum. The purpose of good Penjasorkes learning is to be adjusted to the curriculum and characteristics of students. (Ratih Rapisa et al., 2021).

The teacher has also prepared a semester program, syllabus and lesson plans that are arranged for learning in accordance with the curriculum. It is very important that teachers must have competency expertise in the field of Physical Education and have qualifications as teachers where teachers have professional responsibilities. (Mahendra et al., 2020).

The availability of facilities and infrastructure in Physical Education learning includes the adequacy of infrastructure facilities to support class management in Physical Education learning, regarding mentoring programs in implementing Physical Education learning, the suitability of infrastructure facilities in SLB to carry out learning, and the suitability of infrastructure in SLB to support the learning process. Modification of equipment in sports that is tailored to the needs and abilities of students so that it will make it easier for participants to carry out physical activities. (Wahyu Juanna & Amirulah Rachman, 2019).

The learning strategy which is the teacher's readiness in Physical Education learning includes the use of language that is easily understood by students, the delivery of task sequences that can be accepted and understood by students, the game rules that are modified when learning Physical Education, and the learning environment and equipment that are modified when learning Physical Education are very appropriate. This type of modification in learning varies and varies according to the needs and limitations of students with special needs, but still has the goal of maximizing the learning process. (Afudaniati et al., 2021).

The Penjasorkes learning implementation plan document which is the teacher's readiness in understanding the learning material includes indicators Penjasorkes material delivered by the teacher is in accordance with the curriculum and syllabus, the delivery of material is adjusted to the type of ability of students, in opening learning according to the RPP in an orderly and coherent manner, and opening learning using variations. Coherent delivery and variations in opening learning are needed to overcome student boredom. (Son, 2013).

b. Transactions

The research results for each indicator on the transaction component with research subjects, PJOK teachers are explained as follows;

Problems of Learning Sports and Health Physical Education in the Special School

DescriptionMatrix		Judgment Matrix	
Intents	Observations	standard	Judgment
<p>PJOK teachers can carry out Penjasorkes learning activities in accordance with the RPP</p>	<p>The accuracy of the achievement of the implementation of Physical Education learning activities, that not all PJOK teachers carry out learning in accordance with the existing RPP.</p> <p>The implementation of Penjasorkes learning is sometimes carried out by combining/joining SDLB and SMPLB classes</p> <p>The time allocation for the implementation of Physical Education learning did not match what was scheduled</p> <p>Not all teachers have good lesson plans, starting from the opening activities, conducting apperception according to the special needs of each student</p> <p>Teachers also experience difficulties in the learning process with thematic approaches.</p>	<p>Implementation of learning activities based on educational process standards, including:</p> <p>Preliminary activities;</p> <p>1) prepare students psychologically and physically to participate in the learning process, 2) provide motivation to learn contextually according to the benefits and application of teaching materials in everyday life, 3) ask questions that relate prior knowledge to the material to be studied, 4) convey the scope materials and explanations of activity descriptions according to the syllabus.</p> <p>Core activities:</p> <p>The use of models, methods, learning media, and learning resources that are adapted to the characteristics of students and subjects is a design to achieve the goal of successful learning. The selection of thematic approaches includes integrated thematic, scientific, inquiry, discovery, learning that produces project-based learning adapted to the characteristics of students and their level of education.</p> <p>Learning must be carried out interactively, inspiring, fun, challenging, motivating students to participate actively and providing sufficient space for initiative, creativity and independence in accordance with the talents, interests, physical and psychological development of students.</p> <p>Closing Activities;</p> <p>1) a whole series of learning activities and the results obtained to further jointly find direct or indirect benefits from the learning outcomes that have taken place; 2) provide feedback on the process and learning outcomes; 3) carry out follow-up activities in the form of assignments, both individual and group assignments; and 4). inform the learning activity plan for the next meeting.</p>	<p>The implementation of Penjasorkes learning in SLB is not fully in accordance with the standards of the special education process.</p> <p>PJOK teachers still need to improve their professionalism through teacher working group activities (KKG), physical education training, and need guidance from school supervisors.</p>

The results of data collection through interviews on the review of the transaction stage in the implementation of learning which includes models, methods, media and closing learning can be described as follows. The Penjasorkes learning model that is often used by teachers is using the commando teaching style in learning, so that students sometimes experience boredom. The model used by teachers in teaching is one of the success of the learning process. The teacher demonstrates skills with verbal instructions about the important cues of movement. (Chatzipanteli & Dean, 2020).

Penjasorkes learning media carried out by teachers include learning that has used media and assistive devices, as well as the use of media adapted to conditions of disability which is still very minimal. Development of learning media modifications can

Problems of Learning Sports and Health Physical Education in the Special School

be in the form of game models using either tools or programs and learning designs adapted to the character of students, (Dea, 2019). In closing Penjasorkes learning conducted by the teacher includes the teacher at the end or closing the lesson reviewing the subject line of the material that has been given, providing feedback on the learning process, as well as the teacher in giving rewards & punishments (rewards & punishments) in learning.

The shortage of PJOK teachers has an impact on pThe implementation of Physical Education learning is sometimes combined/together between SDLB and SMPLB classes. The time allocation for the implementation of Physical Education learning is not as scheduled so that the learning objectives set are not carried out optimally.

c. Outcomes

The research results for each indicator on the outcomes component with PJOK teacher research subjects are explained as follows;

DescriptionMatrix		Judgment Matrix	
Intents	Observations	standard	Judgment
Teachers carry out learning assessments using tests in authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, midterm tests, final semester tests, competency level exams, competency level quality exams, national exams	The accuracy of achieving physical education learning assessments is carried out through observations during the learning process, student development books and portfolios, only made by a few teachers, as well as assessment on report cards	Assessment of learning outcomes using Assessment Standards: 1). Objective, meaning that the assessment is based on standards and is not influenced by the subjectivity of the assessor. 2). Integrated, meaning that the assessment by educators is carried out in a planned manner, integrated with learning activities, and is continuous. 3). Economical, means an efficient and effective assessment in its planning, implementation and reporting. 4). Transparent, means that the assessment procedure, assessment criteria, and basis for decision making are accessible to all parties. 5). Accountable, meaning that the assessment can be accounted for internally and externally for technical aspects, procedures and results. 6). Educative, means educating and motivating students and teachers.	Student learning outcomes are assessed objectively. Teachers should use an authentic assessment approach that assesses the readiness of students both from the start, the process and learning outcomes as a whole, by integrating the assessment of attitudes, knowledge and skills as a whole.

The results of the authentic assessment carried out by PJOK teachers in Physical Education learning experience difficulties because there are many aspects that must be assessed including the realm of spiritual and social attitudes, assessing the process of Physical Education learning, as well as in carrying out tests and evaluations with the material that has been given. The teacher conducts an assessment of several aspects of both the written test and the practice so that this assessment activity is more accurate, (Ardisal et al., 2019).

DISCUSSION

Program evaluation is a systematic and subjective assessment of an ongoing or completed object, program or policy, both in terms of implementation design and results, where the purpose of program evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability. where an evaluation must provide reliable and useful information to be able to draw lessons for the decision-making process. A teacher must carry out an evaluation, meaning that a teacher must show progress in designing a learning system and including Physical Education learning. Sukriadi & Arif (2021) explains that basically teachers must prepare lessons well, such as preparing lesson plans before starting, and the teacher must also master the material to be delivered. Teachers must also have competencies that must be possessed when teaching children with special needs, so that learning can be carried out properly.

The teacher's ability to formulate learning objectives is a teacher's ability/mastery which includes the potential, knowledge, and skills possessed by the teacher in the formulation of behavior or abilities that students want to achieve when the learning process is carried out. Through an assessment of each student that refers to the curriculum and characteristics of students will be able to assist in formulating learning objectives. The purpose of physical education includes four aspects, namely (1)

Problems of Learning Sports and Health Physical Education in the Special School

Physical development, related to the ability to carry out activities that involve the physical strength of several organs of a person's body (physical fitness). (2) Movement development, related to the ability to perform movements effectively, efficiently, smoothly, beautifully, perfectly (skillfully). (3) Mental development, related to the ability to think and interpret the overall knowledge about physical education into the environment. (4) Social development, related to the ability of students to adapt to a group or society (Mustafa, 2020).

The availability of facilities and infrastructure which is the main factor supporting the ongoing learning for children with special needs must be designed and adapted to the characteristics of students. Wahyu Juana and Amirullah Rachman, (2019) explained that modifying sports equipment would greatly facilitate students with special needs in carrying out physical activities.

Physical education for ABK is expected to provide fulfillment of needs and protection for ABK so that they can improve their quality of life. Yuniartik (2017) states that the implementation of physical education learning in schools for children with special needs must be adapted to the abilities of each child and the implementation of physical education learning provided must be systematic, according to the characteristics of the child and managed through effective and efficient physical development towards human formation. completely.

CONCLUSION

Antecedents (preparation) for sports and health physical education learning in SLB throughout Kab. Bantul Yogyakarta has good learning preparation, namely having learning objectives according to the needs of students, having learning tools even though they are not complete, selecting facilities and infrastructure according to the characteristics of students, determining and choosing learning resources/learning media according to the needs of students, and using teaching guidebook to determine learning materials, learning materials are designed according to the needs and characteristics of students.

Transactions (process) Implementation of sports and health physical education learning activities in SLB throughout Kab. Bantul is quite good. This can be seen from the process of applying the model approach, methods and learning media for Physical Education. The drawbacks are still the lack of teachers using teaching aids / learning media during the implementation of learning and the lack of modifying learning tools to suit the material and characteristics of students, the allocation of learning time that is carried out is not in accordance with the learning schedule and tends to finish earlier, and the learning material provided tends to be monotonous, so that it does not meet the educational needs of children with special needs.

Outcomes physical education assessment in SLB throughout Kab. Bantul is done by the teacher is good. The deficiencies in the learning assessment have not fully described the learning implementation plan and the implementation of existing learning activities. The assessment of learning that is carried out tends to be seen from observations during the learning process, it has not been carried out comprehensively (thoroughly) to assess the input, process and output/output, by integrating the assessment of attitudes, knowledge and skills as a whole.

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Problems of Learning Sports and Health Physical Education in the Special School

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