



## INCLUSIVE LEARNING MODEL IN SPORTS MATRICULATION: ADAPTATION STRATEGY TO IMPROVE ACTIVE INVOLVEMENT OF 3T STUDENTS IN HIGHER EDUCATION

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### Keywords

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### Abstract

This study analyzes the effectiveness of an inclusive learning model in sports matriculation to increase the active involvement of 3T students in college. This model is implemented through an experience-based approach, social interaction, and adaptation strategies designed. The research method uses a qualitative approach with data collection techniques in the form of interviews, observations, documentation, and questionnaires to measure the level of student involvement. The results of the study indicate that the inclusive learning model increases student participation in discussions, group work, and practice-based activities. Students experience increased social skills, especially in communication and teamwork. Student self-confidence also increases along with the implementation of learning strategies that encourage their active involvement. In terms of understanding the material, practice-based and experimental methods are proven to be more effective than conventional lectures. This study provides insight into the importance of an inclusive approach in sports matriculation to increase the involvement of 3T students in college.

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## INTRODUCTION

Higher education plays a strategic role in creating quality and competitive human resources (Jauhari, 2017). However, access to higher education in Indonesia still faces various challenges, especially for students from disadvantaged, outermost, and remote areas (3T). 3T students often experience gaps in academic and social readiness due to limited educational facilities, human resources, and learning environments in their home areas (Ndasi *et al.*, 2023). Therefore, matriculation programs in universities are an important adaptation strategy to help 3T students adjust to the new academic environment. Matriculation not only covers academic aspects, but also non-academic aspects such as social skills, academic culture, and physical health. In this context, sports play an important role in increasing the active involvement of 3T students (Sari *et al.*, 2023). Sports are not only beneficial for physical health, but can also improve social skills, self-confidence, and teamwork skills (Ishak *et al.*, 2024). Unfortunately, students from 3T areas often face obstacles in actively participating in sports activities due to differences in background, limited experience, and limited facilities and infrastructure in their home areas.

This challenge can be overcome with an inclusive learning model in sports matriculation that can accommodate various individual differences and ensure that all students, including those from 3T areas, can be actively involved in the activities (Yunus *et al.*, 2023). The inclusive learning model aims to create a learning environment that supports diversity and facilitates the adaptation of students with different needs and backgrounds (Nuzaki, 2023). With this approach, it is hoped that 3T students can adapt more quickly to the college environment and increase their active involvement in the learning process. The inclusive learning model in sports matriculation can provide various benefits for 3T students, both in physical, social, and psychological aspects (Firdausyi, 2024). From a physical perspective, active involvement in sports can help improve students' health and fitness, which ultimately contributes to increased concentration and endurance in academic activities (Riwu Rohi *et al.*, 2022). From a social perspective, sports are an effective means of building relationships between students, strengthening teamwork, and developing communication and leadership skills (Hidayat, 2022). Meanwhile, from a psychological perspective, sports can increase self-confidence, reduce stress, and provide motivation for students to remain active in academic and non-academic activities (Saputra Adi Surya, 2020).

The inclusive learning model also provides space for 3T students to gain more equal experience with their peers who come from areas with better educational facilities (Leadership *et al.*, 2024). With adaptive teaching methods, such as the use of experiential approaches, project-based learning, and mentoring and peer support strategies, 3T students can more easily understand and develop sports skills according to their abilities. This also helps create a more supportive learning environment, where each student feels valued and supported in their adaptation process in college. The inclusive learning model in sports matriculation can be implemented through various types of activities designed to increase the active involvement of 3T students (Sahrudin *et al.*, 2023). The basic sports training program aims to provide a basic understanding of various sports that are commonly applied in college. This training can be done gradually by adjusting the students' ability level so that they do not feel burdened. In addition, sports adaptation and inclusion classes are designed to help 3T students adjust to the campus sports environment through an experience-based approach and flexible learning methods. Mentoring by senior students or peer mentoring is also an effective strategy, where senior students or peers act as mentors who help 3T students understand various aspects of sports on campus, including the rules, strategies, and basic techniques that need to be mastered.

In addition, team-based and collaborative activities such as inclusive sports tournaments, cooperative games, and group projects encourage social interaction and teamwork among students. With a technology-based approach, the use of digital applications or platforms can provide learning materials, track progress, and provide discussion forums for students to share experiences and get further guidance. Through these types of activities, 3T students can more easily adapt to the academic and social environment in higher education, and increase their engagement in the overall learning process. Specific activities to improve social skills in the inclusive learning model include interpersonal communication training sessions, which allow 3T students to practice public speaking, active listening, and interacting with peers in a broader academic setting. Group discussion programs can also help students understand different perspectives and improve empathy and negotiation skills.

When viewed through the aspect of increasing self-confidence, 3T students can participate in self-reflection and motivation sessions guided by lecturers or mentors. Activities such as role-playing are also effective in building self-confidence because students can simulate various academic and social situations that they will face in college. In addition, involvement in sports leadership activities such as becoming a team captain or organizing campus sports events can increase their sense of responsibility and self-confidence. Socialization in the sports matriculation program includes campus sports orientation activities, where 3T students are introduced to the available sports facilities and programs. This activity not only helps them understand the existing system but also provides an opportunity to meet other students who have similar interests. Other

socialization activities include experience sharing sessions, where 3T students can hear success stories from senior students who have successfully adapted, and get inspiration and motivation to continue developing.

In addition, partnership programs with campus sports communities can expand the social networks of 3T students. For example, they can join sports clubs that suit their interests, such as futsal, volleyball, or swimming, so they can practice and learn with other students. Sports volunteer programs can also be part of a socialization strategy, where 3T students can contribute to organizing campus sports activities while building closer relationships with other students. With these various activities, 3T students can adapt more easily to the academic and social environment in college. The inclusive learning model in sports matriculation not only provides short-term benefits in terms of active student involvement, but also has a long-term impact on shaping their character, social skills, and readiness to face academic and professional challenges in the future. Therefore, this research is very important to be developed further to ensure that every student, regardless of their background, has an equal opportunity to develop and succeed in college.

## **METHODS**

This research method uses a qualitative approach with the aim of understanding in depth how the inclusive learning model in sports matriculation can be applied to increase the active involvement of students from 3T areas. The qualitative approach was chosen because it allows researchers to explore the experiences, understandings, and perspectives of the participants in more depth and provide richer insights into the ongoing learning process. This study involved 40 3T students as research subjects. The research design used was a qualitative study with a case study method. Case studies were chosen because they provide an opportunity to explore in depth certain phenomena in a real context. In this study, the case study focuses on the implementation of the inclusive learning model by lecturers and its impact on 3T students.

Data collection techniques were carried out using in-depth interviews conducted in a semi-structured manner. This interview aimed to understand their perspectives on the importance of inclusive learning models, challenges in their implementation, and the strategies they use to overcome obstacles in 3T student learning. Second, documentation of learning designs was collected from each activity. They were asked to create learning designs that refer to the principle of inclusivity. These designs were analyzed to see patterns that emerged in the learning strategies they designed, including teaching methods, materials, and evaluations used to ensure active student involvement. Third, implementation observations were conducted during the learning session to see how the designs that had been made were applied in class. The focus of the observations included interactions between lecturers and students, student participation, and the effectiveness of strategies used in increasing 3T student involvement. Fourth, focus group discussions were conducted with all participants after implementation to reflect on their experiences in implementing the inclusive learning model. This discussion helped in understanding the challenges, solutions, and recommendations for further development of this learning model.

Data analysis was conducted qualitatively with several main steps. First, data reduction was carried out by collecting data from interviews, observations, and documentation, then summarizing the main information to find themes that are relevant to the research objectives. Second, the reduced data was categorized into several main themes such as inclusive teaching methods, challenges in implementation, adaptation strategies, and the impact of learning on 3T students. Third, data presentation was carried out in the form of descriptive narratives to provide a comprehensive understanding of how the inclusive learning model was implemented and how students responded to the methods used. Finally, data triangulation was carried out by comparing the results of interviews, documentation, and observations to ensure the validity of the research findings. Thus, the research results can be more reliable and accurate. This research was conducted by considering the ethical aspects of research. Each participant was given information about the purpose of the research, the methods used, and their rights in the research. Written consent was obtained from each participant before they participated in the research. In addition, the confidentiality of data and participant identity was maintained by not including real names in the research report. With this methodological approach, this study aims to provide in-depth insight into the effectiveness of the inclusive learning model in sports matriculation and how this approach can increase the active involvement of 3T students in higher education.

## **RESULTS AND DISCUSSION**

The results of this study describe how the inclusive learning model in sports matriculation has been implemented. Data were obtained from interviews, observations, documentation, and focus group discussions. The results of the analysis show that adaptation strategies in inclusive learning have a positive impact on the active involvement of students from 3T areas. The main challenges include differences in students' academic backgrounds, limited facilities, and lack of experience in teaching diverse groups. However, with guidance and reflection from teaching experiences, they were able to adjust their teaching methods to be more inclusive.

Direct and collaborative experiential learning methods are the most effective strategies in increasing student engagement.

Classroom observations showed an increase in student participation after the inclusive learning model was implemented. Students who were initially passive became more active in discussions and participating in practical activities. The average student attendance also increased by 20 percent after this model was implemented compared to the previous class. Learning activities involving group discussions and practical simulations had the highest level of engagement, with 85 percent of students actively involved during the session. The demonstration method also received a positive response, with 78 percent of students stating that this method helped them understand the material better. The documentation of the learning designs that were prepared showed a variety of strategies used to adjust learning to student needs. Most designs included a project-based approach and discussion methods as the main part of the teaching strategy. The average time allocation for interactive activities in the learning design reached 60 percent of the total teaching time. This shows an awareness of providing more opportunities for students to participate actively.

Focus group discussions yielded several important findings regarding the impact of the inclusive learning model on 3T students. Students showed improvements in social skills, self-confidence, and understanding of academic concepts. Several students stated that the more flexible and participatory learning method made them feel more valued and motivated to learn. The increase in student engagement was also evident from the number of questions asked during the discussion session, which increased by 35 percent compared to conventional learning methods. Quantitative data analysis showed an increase in active student engagement through the percentage obtained from the questionnaire filled out by students. As many as 90 percent of students stated that they felt more comfortable with the learning method applied. Around 82 percent of students felt more confident in participating in discussions after participating in the matriculation program. Meanwhile, 88 percent of students felt that the inclusive learning model helped them understand the material better compared to traditional methods. The results of the questionnaire showed that 75 percent of them felt more confident in teaching students from various backgrounds after implementing the inclusive learning method.

Analysis of the observation results also showed that students were more active in interacting with each other and with teachers. The average interaction in class increased by 40 percent after this model was implemented. This increase can be seen from the number of student contributions in discussions, involvement in direct practice, and the number of written reflections they provided after learning took place. Reflective activities such as learning journals and small group discussions showed that students were able to connect their experiences with the concepts learned. The percentage of success of the inclusive learning model was also calculated based on several indicators. Student involvement in academic activities increased from 60 percent to 85 percent after the implementation of this model. The level of student satisfaction with the learning methods used reached 87 percent based on the results of the questionnaire. Activeness in discussions increased from 50 percent to 83 percent after one semester of the program. This increase shows the effectiveness of inclusive learning strategies in helping 3T students to be more academically involved.

Further analysis of the learning design showed that interactive activities had the greatest impact on student engagement. For example, in social skills, activities such as effective communication simulations and collaboration in group projects improved students' ability to interact. 86 percent of students felt that these activities helped them adapt to the academic environment. In terms of self-confidence, the individual presentation method and reflection on experiences provided significant improvements, with 80 percent of students stating that they felt more prepared to speak in public after participating in the program. In terms of understanding the material, the experiment and hands-on methods had the greatest impact. 90 percent of students felt that hands-on practice was more effective than lectures in helping them understand academic concepts. Evaluation of conceptual understanding through quizzes and assignments showed an increase in the average score from 65 to 85 after the inclusive learning method was implemented.

The results of this study indicate that the inclusive learning model in sports matriculation has a positive impact on the involvement of students from 3T areas. Increased activity, social skills, self-confidence, and academic understanding are some aspects that have undergone significant changes after the implementation of this method. Data obtained from questionnaires, observations, interviews, and documentation indicate that the experience-based and participatory approach is a key factor in the success of this model. The significant increase in the percentage of student involvement indicates that this method can be used as an effective strategy in supporting the academic success of students from 3T areas in higher education.

## CONCLUSION

This study shows that the inclusive learning model in sports matriculation has a positive impact on the active involvement of students from 3T areas in higher education. The experience-based approach, social interaction, and adaptation strategies applied are able to increase students' activeness in academic activities.

Students who were previously passive become more active in discussions, working together in groups, and participating in practice-based learning. The implementation of inclusive strategies has been proven effective in improving students' social skills. Activities such as communication simulations and collaboration in group projects help them be more confident in interacting. In addition, the method of reflection on experience and individual presentations contributes to building students' confidence in expressing their opinions openly in an academic environment.

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