

Analysis of Physical Education Learning for Children with Special Needs in Inclusion Schools in Semarang City

Emy Widya Paramita^{1✉}, Tommy Soenyoto², Sri Sumartiningsih³

^{1,2,3}Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
12 December 2022
Accepted:
14 January 2023
Published:
30 March 2023

Keywords:
Improving the quality
of life of children with
special needs

Abstract

This research aims to (1) Analyze the process of learning physical education activities in inclusive schools to improve the quality of life for children with special needs; (2) Examine the achievement of physical education learning in enhancing the quality of life for children with special needs in inclusive schools in Semarang city. The study employs a qualitative research design, with data sourced from Principals, Physical Education Teachers, and elementary school inclusion students in Semarang City. Data collection methods include observation, interviews, and documentation. The data gathered underwent a series of stages, including the initial collection, subsequent reduction, presentation, and formulation of conclusions. The findings highlight that students with special needs in inclusive schools generally exhibit mild disabilities. These children exhibit positive development in learning Physical Education, expressing happiness in engaging with the subject. Using the WHOQOL-BREF questionnaire, which consists of 26 questions assessing the quality-of-life index, Domain 1 (Physical) results show an average quality of life index deemed sufficient for 15 students. In Domain 2 (Psychological), most students demonstrate a good quality of life index. In Domain 3 (Social Relationships), most students display a good quality of life index. Lastly, in Domain 4 (Environment), results from the questionnaire of 15 students reveal a diverse quality of life, ranging from very good to excellent and sufficient. In conclusion, proficiency in physical education learning can positively impact the quality of life for inclusion students in Semarang City inclusion schools.

✉ Correspondence address:
Kampus Pascasarjana UNNES Jl. Kelud Utara 3, Gajahmungkur,
Semarang
E-mail: emywidyaparamita4193@students.unnes.ac.id

INTRODUCTION

By 2030, the government has committed to achieving the targets set forth in the Sustainable Development Goals (SDGs), with a particular focus on child development. Numerous strategies have been formulated at both the national and regional levels to realize the established objectives (Toharudin, 2017). These objectives include ensuring that no children suffer from malnutrition or succumb to treatable diseases, fostering a child-friendly environment, and addressing the educational requirements of children, especially in early childhood education (Candra et al., 2023). The future trajectory of Indonesian children over the next 13 years hinges on the effective and sustainable implementation of government-prepared strategies (Sujatmiko, 2023). Schools play a pivotal role in shaping the minds of the nation's youth, serving as educational institutions accessible to all social strata, including both lower and upper-middle-class segments. Moreover, schools are entrusted as facilitators of inclusive education, offering opportunities for students with special needs, commonly referred to as individuals with 'Different Abilities' and denoted as Children with Special Needs. Measures such as specialized teacher training, accessible infrastructure, and tailored learning materials are implemented to ensure this inclusivity (Andini & Widowati, 2021).

Special needs in children can arise from health issues present at birth, chronic or acute illnesses, injuries resulting from accidents, conflicts, riots, disasters, and similar events (Setianingsih, 2018). With the aging of the population, there is an anticipated rise in the number of individuals with special needs, attributed to the increasing prevalence of health issues stemming from chronic degenerative diseases (Haris, Taufan, & Nelson, 2021).

Central Java Province has 2,504 male special education students and 1,781 female special education students. According to BP-DIKSUS data, Semarang City had 100 children with disabilities in the elementary to high school

age range in 2019, constituting approximately 1.5% of the total number of students with disabilities in Central Java Province. (Kemendikbud, 2016). Gunawan Saptogiri, the Head of the Semarang City Education Office, clarified that the city has 35 Inclusive Elementary Schools and 24 Inclusive Junior High Schools. However, education services for children with special needs still need to be improved and require significant attention, particularly in Semarang City.

All citizens have the right to receive physical education as long as they are students. Normal students and students with special needs will both receive physical education. Through adaptive physical education, the government facilitates students who have special needs in participating in physical education learning, therefore it is important to disseminate this research because all students have the right to receive physical learning, both normal children and children with special needs (Nugrohowati & Raharjo, 2023). According to the theory of quality of life, (Indriani, Wasliman, Hanafiah, & Ratnawulan, 2022) which encompasses various aspects, key dimensions influence quality of life. The first pertains to social relationships, where disruptions in the subject's interactions with others or their closest associates, leading to limited societal participation, can adversely affect their quality of life.

Inclusive education is a process aimed at addressing and responding to the diverse needs of all learners by fostering increased participation in learning, culture, and society while reducing exclusion from education and within the educational system itself (Wahyuningsih, 2021). The overarching goal is establishing an educational system that cultivates an environment where teachers and learners embrace diversity. Inclusive education encompasses a service system designed for children with special needs within regular schools. Within this inclusive approach, the learning environment serves as the fundamental basis for accommodating individual needs, providing every student with an opportunity for success (Utama & Hartono, 2022).

Children with special needs possess the same rights and responsibilities as their general student counterparts. They engage in learning alongside typically developing children and cover standard subjects like Mathematics, Language, and Physical Education (Thompson Coon et al., 2011). In subjects other than Physical Education, children with special needs are fine with receiving instruction from teachers since these subjects are theoretical. However, in Physical Education, these children receive distinct services and specialized attention tailored to their requirements and strengths, aligns with the assertion by (Gaintza & Castro, 2020) that Physical Education shares equivalent objectives with subjects such as Mathematics, Language, Social Studies, and Science, necessitating daily planning by teachers. This planning involves setting goals, implementing activities, employing motivational techniques, and formulating evaluation methods. Physical Education is an educational vehicle that provides children with opportunities to acquire valuable knowledge. Therefore, Physical Education lessons are no less significant than other academic subjects.

Inclusive education represents the latest development in an educational model designed for children with disabilities, including those with visual impairments, hearing impairments, autism, and more. This model enables them to learn together in regular classes, irrespective of their differences. The diverse composition of students in the learning process is a valuable source for students and those with disabilities to gain knowledge and understanding and socialize with each other. This interpretation underscores that schools function as models reflecting the diversity of life, mirroring real-life scenarios (Febriyanti & Pramono, 2022). Efforts to enhance the quality of life for children with special needs can be examined from various perspectives, encompassing Physical Health, Psychology, Social Relationships, and Environment. These domains are observable in both special schools and inclusive schools. Therefore, the authors are motivated to analyze how Physical Education Learning improves the

Quality of Life for Children with Special Needs at Inclusive Schools in Semarang City.

METHODS

The research employed a qualitative method, aiming to comprehensively comprehend a phenomenon, including aspects of behavior and perception. This method involves a thorough description using words, and the results are naturally derived from field findings (Sugiyono, 2010). The data collection process incorporated observation, interviews, questionnaires, and documentation methods (Rumini, 2015).

The research design utilized a precise descriptive or transversal cross-sectional study approach, also known as a prevalence study. This method involves conducting the research at a specific time or within a specific period, with observations carried out only once (Eek, Larsson, Wisén, & Hansson, 2021). Primary data sources consisted of interviews conducted by researchers with school principals, physical education teachers, and elementary school inclusion students in Semarang City.

Data validity techniques involved the application of data source triangulation. The study utilized in-depth interviews to assess the validity of data or information acquired from three sources: school principals, PJOK teachers, and elementary school inclusion students in Semarang City.

The data analysis technique was based on the interactive analysis model developed by (Miles, M. B., humberman, A.M., & Sldana, 2014) The analysis comprised four interacting components: Data Collection, Data Reduction, Data Display, and Conclusion, forming a continuous cycle.

RESULTS AND DISCUSSIONS

Physical Education Learning Process in Inclusive Schools of Semarang City

The study revealed that in the Physical Education Sports Health (PJOK) learning process for children with disabilities attending

regular classes, special attention is given to ensure their inclusion. During PJOK sessions, children with disabilities are occasionally invited to lead warm-up activities to foster happiness and excitement. The focus is on various movement materials, encompassing locomotor, non-locomotor, and manipulative movements. There is no differentiation between typical and disabled children; all students are treated equally and receive the same educational opportunities. Engaging in sports learning brings joy and excitement to children with disabilities, potentially enhancing their overall quality of life.

PJOK sessions with prepared materials are conducted for 90 minutes weekly in the schoolyard. Games related to the current material are incorporated between exercises to maintain student enthusiasm. Only one teacher possesses a special certificate for teaching children with disabilities. The progress of students with disabilities is notably visible, as they exhibit high enthusiasm for learning and receive special attention from teachers. The sports infrastructure can be deemed sufficient, with the school providing a field and necessary equipment for PJOK instruction.

The results of the World Health Organization Quality of Life (WHOQOL)-BREF questionnaire in the physical domain, obtained from 15 students, indicated that six students had a good quality of life index, accounting for 40% of the presentation results. In comparison, nine students had a moderate quality of life index, representing 60% of the presentation results.

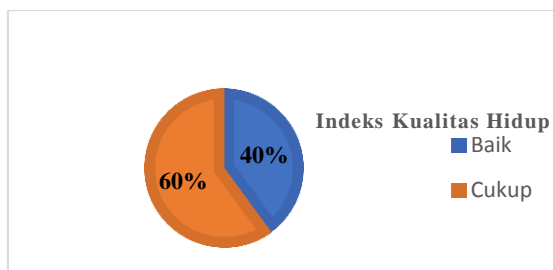


Figure 1. Percentage of the physical domain

The results of the World Health Organization Quality of Life (WHOQOL)-

BREF questionnaire in the psychological domain, gathered from 15 students, revealed that six students had an outstanding quality of life index, representing 40% of the presentation results. Additionally, five students had a good quality of life index, constituting 33% of the presentation results, and four had a fair quality of life index, accounting for 27% of the presentation results.

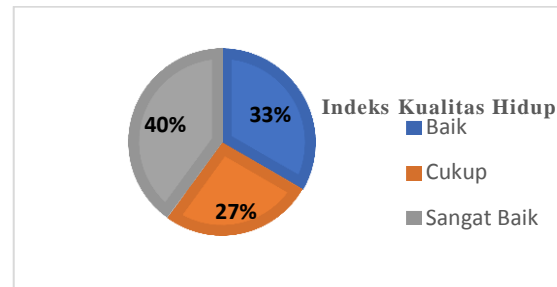


Figure 2. Percentage of the psychology domain

The conclusions drawn from the WHOQOL-BREF questionnaire, comprising 26 questions categorized into four domains assessing the students' quality of life-related to the learning process, indicate that in domain 1 (physical), on average, 15 students have a sufficient quality of life index. The research findings suggest that students perceive themselves as physically less healthy than their school peers. In domain 2 (psychology), most students exhibit an excellent quality of life index, indicating that they feel their lives are consistently meaningful. The results of interviews with teachers and principals suggest that inclusion students receive more attention, fostering a sense of care despite their limitations.

Academic Achievement in Physical Education for Children with Special Needs in Semarang City Inclusive Schools

The study's findings reveal that students' academic achievements are assessed through PTS and PAS evaluations each semester. However, individual teachers employ their own assessment methods for students in each lesson. Notably, children with disabilities in schools exhibit high enthusiasm for Physical Education Sports Health (PJOK) learning in every lesson.

The last semester demonstrated an improvement in the academic results of students with disabilities, as they exhibited confidence and served as examples to their peers in sports movements. This positive spirit, in my opinion, has the potential to enhance the quality of life for students with disabilities undergoing education in inclusive schools. Weekly evaluation of academic achievement is conducted by subject teachers and class teachers through assignments.

The school further evaluates each semester with a Midterm Assessment and an End-of-Semester Assessment. From the results of the last semester, it is evident that students with disabilities, have shown improved academic outcomes. From the school's perspective, we do not solely rely on PTS and PAS results; we consider it a success if students with disabilities in our school actively participate in learning and engage in the learning process. Consequently, their scores naturally increase with each semester during the learning evaluation.

The results of the World Health Organization Quality of Life (WHOQOL)-BREF questionnaire in the social relationship domain, obtained from 15 students, showed that four students had an outstanding quality of life index with a presentation result of 27%, seven students had a good quality of life index with a presentation result of 46%, and four students had a fair quality of life index with a presentation result of 27%.

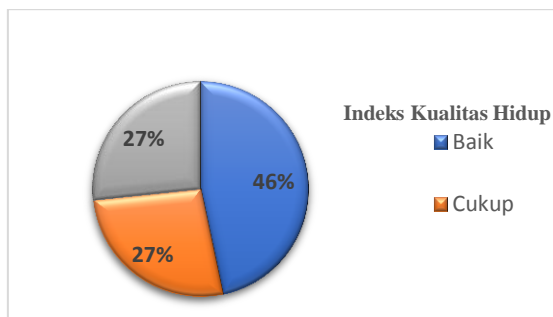


Figure 3. Percentage of the social relationship domain

Additionally, the results of the World Health Organization Quality of Life (WHOQOL)-BREF questionnaire in the environmental domain for the same 15 students indicated that five students had an excellent quality of life index with a presentation result of 33%, five students had a good quality of life index with a presentation result of 34%, and five students had a fair quality of life index with a presentation result of 33%.

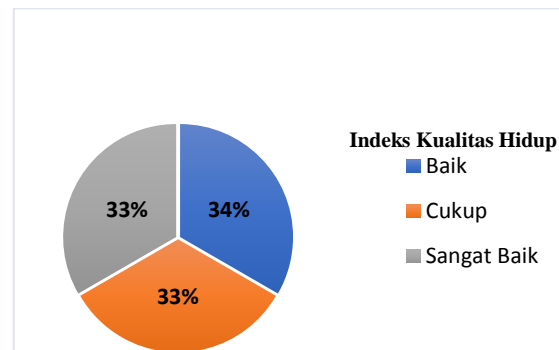


Figure 4. Percentage of environment domain

The World Health Organization Quality of Life (WHOQOL)-BREF questionnaire, a comprehensive tool consisting of 26 questions across four domains, provides valuable insights into the students' quality of life concerning their learning achievements. Most students reported a good quality of life index in the social relationship domain, indicating well-maintained relationships with their peers. The results were consistent across all 15 students in the environmental domain, with each category-excellent, sound, and sufficient- equally represented. This suggests that the students' experiences of their school environment are uniformly positive, regardless of their circumstances. Students experienced the school environment consistent with their peers, actively participating in social activities, playing together, and studying collectively. Moreover, the students displayed a comprehensive awareness of their shortcomings. This is compelling evidence that advancements in physical education learning substantially contribute to the enhanced quality of life for

inclusive students in Semarang City inclusive schools.

DISCUSSIONS

The physical education learning process in inclusive schools in Semarang City operates effectively, with students with disabilities actively participating alongside their peers. The enthusiasm displayed by students with disabilities during Physical Education Sports Health (PJOK) classes is noteworthy, underscoring the pivotal role of the physical education teacher in fostering students' interest in learning. Government initiatives to provide educational services contribute significantly to enhancing the quality of life for children with disabilities, emphasizing the crucial role of education in shaping individuals with moral integrity and noble character (Pérez-Ordás, Nuviala, Grao-Cruces, & Fernández-Martínez, 2021).

Children with special needs necessitate distinct services and treatment to reach their full potential. This reality underscores the fact that without specialized services or treatment, children with special needs may face challenges in achieving optimal growth and development. This includes their need for specialized educational services (Ketrish et al., 2016). Physical education for children with special needs is different from general physical education. These children require adaptive physical education, a unique and tailored approach to PE learning at school (Dimiyati, 2019). Adaptive physical education is a comprehensive service delivery designed to identify and address issues in the psychomotor domain (Astuti, Friansyah, & Salman, 2021).

The achievement of learning PJOK for students with disabilities is significant because students with disabilities need physical strength to improve their quality of life. Students' success in carrying out PJOK learning must be connected to the role of PJOK teachers who are creative in providing learning materials. Evident from the results of interviews conducted by researchers with students with disabilities, they

are all delighted with the PJOK learning provided by teachers at school.

Students' success in PJOK learning is closely tied to the creativity of PJOK teachers in providing engaging learning materials. Interviews with students with disabilities affirm their appreciation for the PJOK learning experience facilitated by dedicated teachers. According to the Law on Teachers and Lecturers Number 14 of 2005 in Chapter I Article 1, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Internal factors: fear of taking risks, fear of criticism, lack of creative effort, lack of confidence (Armanjaya et al., 2023).

Like other children, special children are also part of a generation that must have the opportunity to develop themselves. Remember that children with special needs are also the nation's children who can grow and develop into adults with high self-confidence and self-esteem in leading and devoting themselves to the future (Bangun, 2018). In general, people view physical and mental disabilities as a barrier to doing something. Handling that is tailored to the child's condition aims to improve the abilities possessed by each autistic student. The situation of autistic students is unique and different from regular students in general, causing their handling to require unique methods of carrying out their educational management. (Daroni, Solihat, & Salim, 2018).

CONCLUSION

The conclusion of this research is that ABK students are very happy with the PJOK learning provided because every time they learn PJOK the teacher provides games for the students. PJOK learning achievement achieved good results. Achieving good physical education learning can improve the quality of life of inclusive students in inclusive schools as seen

through the World Health Organization Quality of Life (WHOQOL)-BREF.

REFERENCES

- Andini, N. H., & Widowati, E. (2021). Implementasi Sistem Manajemen Keselamatan Sekolah di Sekolah Luar Biasa (SLB) Negeri Bogor. *Indonesian Journal of Public Health and Nutrition*, 1(1), 472–478.
- Armanjaya, S., Ramadhan, Z. F., Rachman, F., Sari, F., Prasetyo, A., & Nuruhidin, A. (2023). Tingkat Kreativitas Mengajar Guru Penjas Pada Jenjang Sekolah Dasar Di Kabupaten Pringsewu. *Jurnal Dunia Pendidikan*, 3(2), 91–101.
- Astuti, W., Friansyah, D., & Salman, E. (2021). Pengembangan Modul Pembelajaran Adaptif Bagi Anak Berkebutuhan Khusus di Sekolah Luar Biasa Negeri Kota Lubuklinggau. *Lp3Mkil*, 1(2), 77–99.
- Bangun, M. W. A. (2018). Pemanfaatan Hasil Modifikasi Pembelajaran Pendidikan Jasmani Di Slb-Ypac Cabang Medan. *Journal Physical Education, Health and Recreation*, 2(2), 97.
- Candra, O., Pranoto, N. W., Ropitasari, R., Cahyono, D., Sukmawati, E., & CS, A. (2023). Peran Pendidikan Jasmani dalam Pengembangan Motorik Kasar pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(2), 2538–2546.
- Daroni, G. A., Solihat, G., & Salim, A. (2018). Manajemen Pendidikan Khusus di Sekolah Luar Biasa Untuk Anak Autis. *Kelola: Jurnal Manajemen Pendidikan*, 5(2), 196–204.
- Dimiyati, akhmad. (2019). Tingkat Kejenuhan Guru Dalam Mengajar Pendidikan Jasmani Pada Anak Berkebutuhan Khusus di SMP Luar Biasa Di Kabupaten Karawang. *Jurnal Ilmiah Penjas*, 5(2), 2442–3874.
- Eek, F., Larsson, C., Wisén, A., & Hansson, E. E. (2021). Self-perceived changes in physical activity and the relation to life satisfaction and rated physical capacity in swedish adults during the covid-19 pandemic—a cross sectional study. *International Journal of Environmental Research and Public Health*, 18(2), 1–14.
- Febriyanti, N. R., & Pramono, H. (2022). Proses Pembelajaran Pendidikan Jasmani Adaptif Anak Berkebutuhan Khusus Anak Tunagrhita di SLB Negeri Cendono Kabupaten Kudus. *Indonesian Journal for Physical Education and Sport*, 3(1), 333–339.
- Gaintza, Z., & Castro, V. (2020). Physical education sessions in secondary school: Attitudes towards the inclusion of students with disabilities. *Journal of Physical Education and Sport*, 20(1), 214–221.
- Haris, F., Taufan, J., & Nelson, S. (2021). Peran Guru Olahraga bagi Perkembangan Pendidikan Jasmani Adaptif di Sekolah Luar Biasa. *Jurnal Basicedu*, 5(5), 3883–3891.
- Indriani, Y., Wasliman, I., Hanafiah, H., & Ratnawulan, T. (2022). Management of Developmental Assessment In Improving The Quality of Learning for Students With Special Needs In Inclusive Schools. *International Journal of Educational Research & Social Sciences*, 3(3), 1288–1292.
- Kemendikbud. (2016). Standar Proses Pendidikan Dasar dan Menengah. *Lampiran Permendikbud*.
- Ketrish, E. V., Dorozhkin, E. M., Permyakov, O. M., Tretyakova, N. V., Andryukhina, T. V., & Mantulenko, V. V. (2016). Building of projecting competence among future teachers in the conditions of introduction of inclusive education. *International Journal of Environmental and Science Education*, 11(15), 8237–8251.
- Miles, M. B., humberman, A.M., & Sldana, J. (2014). *Qualitative Data Analysis*. Arizona: State University.
- Nugrohowati, U. D., & Raharjo, H. P. (2023). Survei Pelaksanaan Pembelajaran Pendidikan Jasmani Adaptif SMPLB di Kabupaten Semarang. *Indonesian Journal for Physical Education and Sport*, 4(1), 266–276.
- Pérez-Ordás, R., Nuviala, A., Grao-Cruces, A., & Fernández-Martínez, A. (2021). Implementing service-learning programs in physical education; teacher education as teaching and learning models for all the agents involved: A systematic review. *International Journal of Environmental Research and Public Health*, 18(2), 1–27.
- Rumini. (2015). Manajemen Pembinaan Cabang Olahraga Atletik Di Pusat Pendidikan Dan Latihan Pelajar (Pplp) Provinsi Jawa Tengah. *Journal of Physical Education Health and Sport*, 2(1), 20–27.
- Setianingsih, E. S. (2018). Implementasi Pendidikan Inklusi: Manajemen Tenaga Kependidikan (Gpk). *Malih Peddas (Majalah Ilmiah Pendidikan Dasar)*, 7(2), 126.

- Sugiyono. (2010). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Sujatmiko, H. (2023). Professional Learning Community di Sekolah Berasrama: sebuah Naratif Otobiografi. *Jurnal Education Transformation*, 1(5), 1–8.
- Thompson Coon, J., Boddy, K., Stein, K., Whear, R., Barton, J., & Depledge, M. H. (2011). Does participating in physical activity in outdoor natural environments have a greater effect on physical and mental wellbeing than physical activity indoors? A systematic review. *Environmental Science and Technology*, 45(5), 1761–1772.
- Toharudin, M. (2017). Strategi Peningkatan Kualitas Guru Pembimbing Khusus pada Sekolah Inklusi (Studi Kasus di SDN Kalierang 03 Bumiayu Brebes). *Jurnal Dialektika*, 7(1), 1–9.
- Utama, F., & Hartono, M. (2022). Survei Penerapan Metode Blended Learning dalam Pembelajaran Pendidikan Jasmani Adaptif di Sekolah Dasar Luar Biasa (SDLB) Negeri Kabupaten Purbalingga. *Indonesian Journal for Physical Education and Sport*, 3(1), 159–165.
- Wahyuningsih, R. (2021). Implikasi Penggunaan Metode Qiraati Untuk Meningkatkan Kemampuan Membaca Al-Quran Anak Usia Dini Pada Pendidikan Inklusi. *AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 10–18.