

Survey on Implementation of Adaptive Physical Education Learning in Extraordinary Schools in Aceh Tenggara Regency

Afrizal¹, Fakhur Rizal²

^{1,2}Universitas Gunung Leuser Aceh

afrizalmpo@gmail.com, fahrul.mpo11@gmail.com

Abstract

All special schools in Aceh Tenggara Regency have implemented physical education subjects, but the implementation of physical education subjects has not been carried out well until now. When viewed from an effective and efficient teaching and learning process, all teachers who teach physical education at the Special School of Southeast Aceh Regency, still encounter many obstacles and obstacles in the teaching and learning process of physical education, this is mainly due to the majority of teachers who teach Physical education has an educational background that is not physical education, different forms of disability from all students, inadequate facilities and infrastructure and available teaching media, lack of references to educational guidebooks. Whereas, it is very much needed by teachers who teach education in supporting the teaching and learning process.

Keywords

physical education; learning; adaptive



I. Introduction

Education is a conscious effort to develop the potential of human resources (HR) through teaching and learning activities. Teaching and learning process. The formal teaching and learning process is held at higher education units and levels. Through the process of human education, we will grow by developing as a whole person. In the whole educational process, learning problems are the main thing, because a person's knowledge, skills, and attitudes are formed and developed through the teaching and learning process.

Education is an effort to develop the abilities that exist in a child as optimally as possible, where the criteria are in accordance with the abilities they have, so that in the provision of education there is no coercion beyond the child's abilities. Education plays an important role in the formation of children's character and knowledge. Getting a proper education is a right for every citizen, regardless of ethnicity, race, religion, and class. Now, education is not a hard thing to get anymore in Indonesia. The government's policy in completing the Nine-Year Compulsory Education, as stated in Article 31 of the 1945 Constitution in which every citizen is guaranteed their rights and obligations in obtaining education and Article 32 paragraph 1 of Law no. 20 of 2003 which confirms that special education is education for students who have difficulty in participating in the learning process due to physical, emotional, mental, social disorders, and/or have the potential for special intelligence and talent. Children with special needs are referred to as Children with Special Needs (ABK).

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and

experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

Education is a means for each individual to be able to develop their abilities and potential as a whole and optimally. Education for children with special needs can be carried out by families, communities, and schools. Formal education for ABK is usually provided by foundations or Special Schools (SLB). Each SLB has an educational curriculum in rehabilitating, training, and educating children with special needs. (Talbot, Haag, & Keskinen, 2013), mentions adaptive physical education as Adapted Physical Activity (APA). APA is research, theory and practical knowledge directed at people of all ages who are not served by the general sports sciences, are disadvantaged in resources, or do not have the power to access equal opportunities and rights for physical activity. Adaptive physical education aims to provide services, support, activities, and programs that focus on physical activity goals, needs, rights, and empowerment for children with special needs. Children with special needs are classified into several types of disabilities, such as visually impaired, deaf, mentally retarded, quadriplegic, and visually impaired.

With regard to adaptive physical education, it should be emphasized that students with disabilities have the same rights as all those who are not disabled in obtaining education and learning at every level of education (Beltasar Tarigan, 2008: 14). They are the same as normal children who need perfect care or maintenance, coaching, upbringing, and upbringing so that they can become independent human beings without relying on help from others.

Good physical education is if there is adaptive physical education in it (Yudi Hendrayana, 2007:16). With adaptive physical education, children with disabilities can show the community that they too can live like normal children, and excel through their talents. With his achievements, he will make the community aware of the importance of education for children with disabilities. Special schools (SLB) in Southeast Aceh Regency, Aceh Province, which care about the importance of education for children with disabilities

Physical education as one of the subjects presented in Special Schools, has a higher percentage of using cognitive and effective phases. According to Ahmad (1980:3), physical education does not only consist of movements that are meaningless and do not carry values, but physical education is essentially a form of education that provides an integrated learning experience for the formation of a complete human being, because it contains an integrated learning experience. biological, psychological and social values.

Based on the results of observations and interviews at SLB Negeri Semadam, Southeast Aceh Regency, researchers found problems regarding physical education teachers with non-physical education backgrounds, the teacher's role in learning, facilities and infrastructure, as well as student activity. Based on the observations that have been made by researchers when learning adaptive physical education, researchers found that teachers have not been able to pay attention to students as a whole, and teachers have not paid attention to aspects that exist in the implementation of learning. Generally, some students look less enthusiastic in participating in adaptive physical education learning, students tend to just stay silent and not follow the instructions given when other students carry out the instructions given.

Based on the problems above, to concretely prove these problems, a research is needed on the implementation of the extent to which physical education is applied in Special Schools in Southeast Aceh Regency. Thus the researchers formulated the title of this research "Survey on the Implementation of Adaptive Physical Education Learning in Special Schools in Southeast Aceh Regency".

II. Research Method

The research method is a series of activities carried out by researchers to find answers to questions that have been determined through specified scientific procedures. This type of research is descriptive quantitative using survey methods. According to Syamsudin and Damiyanti, (2011) this quantitative descriptive study aims to explain attitudes and personality through numbers by comparing the characteristics of a person or many people.

2.1 Population and Research Subjects

As for the population in this study, all teachers who teach physical education subjects at the Special Schools of Southeast Aceh Regency consist of 3 special schools, namely SLBN Semadam, SLB Azzhara and SLB Simpang Empat. Given that the population is not too large, the entire population is used as an object in the study, namely 5 teachers who teach physical education subjects

2.2 Research Data Collection Techniques Data

Collection techniques in this study consisted of three kinds of data collection techniques, namely as follows:

a. Observation

In this case, the researcher uses non-participant observation, where the researcher is not involved with the activity being observed, so that the researcher is only an observer on the object under study. The data obtained from observations in this study are the results of direct notes on the object under study, namely the Implementation of the Implementation of Adaptive Physical Education Learning in Special Schools in Southeast Aceh Regency.

b. Questionnaire

Data obtained from the questionnaire method is the Implementation of Adaptive Physical Education Learning at Special Schools in Southeast Aceh Regency.

c. Document study

In this study, the document study used is a list of physical education teachers and a list of students at special schools in Southeast Aceh Regency

2.3 Data Analysis Techniques

The data analysis technique in this study was using descriptive analysis techniques which were then interpreted in this study as the Implementation of Adaptive Physical Education Learning Implementation in Special Schools in Southeast Aceh Regency. According to Anas Sudijono (2012:4), descriptive statistics are statistics whose level of work includes ways to collect, compile or organize, process, present, and analyze numerical data, in order to provide an orderly, concise, and clear picture of an event phenomenon. or circumstances. The weighting score of each answer is as follows.

Table 1. Scores of Alternative Answers

for Alternative Answers	Scores for Alternative Answers
Strongly Appropriate	4
Appropriate	3
Disagree	2
Strongly Disagree	1

The basis for determining the ability is to maintain a level of consistency in research. The categorization uses the mean and standard deviation. According to Saifuddin Azwar (2006) to determine the score criteria using the Norm Referenced Assessment (PAN) in a modified scale: After knowing the categories included in the very good, good, sufficient, less good, and not good categories from the implementation of the learning, it will be able to the percentage of each assessment category is determined. According to Sudijono (2010:43), the formula used to find the percentage is as follows.

$$P = \frac{f}{n} \times 100\%$$

Information:

P = percentage

F = frequency

N = sample

100% = is a fixed number

III. Result and Discussion

3.1 Data Analysis

To find out in detail about the implementation of adaptive physical education learning and the obstacles and obstacles faced by physical education teachers at special schools in Southeast Aceh Regency, research has been carried out through interviews and questionnaires. Furthermore, they will interpret the teacher's answers contained in the questionnaire. For the interpretation of the questionnaire, the following steps are taken:

- 1.Counting the number of alternative frequencies (f) of the answers chosen by the respondents from each questionnaire.
2. Calculate the percentage (%) of each alternative from each answer obtained.
3. Create a table and then interpret it.

Table 2. Have physical education subjects been implemented in the Special School where you teach?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. it	5	100	Very good
b. Not yet	0	0	
	5	100	

Shows that SLB in Aceh Tenggara Regency has implemented adaptive physical education subjects.

Table 3. Is the application of physical education subjects at the school where you are currently teaching going well?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	2	40	Less
b. No	3	60	
	5	100	

From the table above, it is shown that only 40% of the implementation of physical education subjects in Special Schools in Southeast Aceh District is currently running well, and 60% has not been able to run well.

Table 4. So far in the application of physical education subjects, can students understand the subject matter that you convey?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	4	80	Good
b. No	1	20	
	5	100	

From the table above it shows that 80% of the physical education subject matter delivered by the teacher can be understood by students well, and only 20% are difficult to understand by Special School students in the District Southeast Aceh.

Table 5. In teaching physical education material, are there manuals for textbooks to make it easier for you to teach?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

The table above shows that all teachers who teach physical education subjects at Special Schools in Southeast Aceh Regency in teaching are always guided by manuals or textbooks to simplify the process of learning how to teach.

Table 6. Are you in the implementation of the teaching and learning process of physical education based on the curriculum?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

From the table above, it shows that teachers in the implementation of the teaching and learning process of physical education are guided by the curriculum.

Table 7. How is student participation in the teaching and learning process of physical education that you foster?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Active	5	100	Very good
b. Not Active	0	0	
Total	5	100	

From the table above, it shows that all students are actively involved in the teaching and learning process of physical education in Outer Schools in Aceh Tenggara Regency

Table 8. Do students have enthusiasm after attending the physical education that you foster?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

From the table above, it shows that all students who have participated in the teaching and learning process have enthusiasm.

Table 9. As long as you teach at this school, have any students ever won sports achievements?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

From the table above, it shows that all teachers have succeeded in bringing students to achieve sports achievements.

Table 10. Do students wear sports clothes every time they take part in the physical education teaching and learning process that you foster?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

From the table above, it shows that all students are wearing sports clothes when participating in the teaching and learning process of physical education.

Table 11. Since when did you teach as a physical education teacher at this school?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. 1-5 years	0	0	
b. 5- and above	5	100	
Total	5	100	

From the table above, it shows that all teachers who teach physical education in Special Schools in Aceh Tenggara Regency have been teaching for a period of 5 years and over.

Table 12. What is your last education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. S1	0	0	Less
b. D3	0	0	
c. D2	1	20	
d. Others	4	80	
Total	5	100	

The table above shows 80% of teachers who teach physical education at Special Schools in Southeast Aceh Regency have non-educational educational backgrounds, and only 20% of teachers have D2 physical education.

Table 13. Do you make preparations for teaching and learning in physical education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

The table above shows that all teachers who teach education at Special Schools in Aceh Tenggara District make teaching preparations in carrying out the teaching and learning process of physical education.

Table 14. Do you understand how to prepare teaching preparations?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	4	80	Good
b. No	1	20	
Total	5	100	

The table above shows 80% of teachers whose physical education at Special Schools in Southeast Aceh District have understood how to prepare teaching preparations, only 20% of teachers do not understand how to prepare.

Table 15. Have you ever attended an upgrading course on adaptive physical education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	0	0	Less
b. No	5	100	
Total	5	100	

From the table above it shows that all teachers who teach physical education at Special Schools in Southeast Aceh District have never attended an upgrade on adaptive learning.

Table 16. Is the teaching-learning process of physical education that you have provided so far in accordance with the curriculum?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	4	80	Good
b. No	1	20	
Total	5	100	

From the table above, it shows that 80% of teachers in providing physical education materials are in accordance with the existing curriculum, and only 20% are not in accordance with the existing curriculum.

Table 17. In implementing physical education subjects at school, have you encountered any obstacles and obstacles?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	
b. No	0	0	
Total	5	100	

The table above shows that all teachers who teach physical education at Special Schools in Southeast Aceh Regency experience obstacles and obstacles in the teaching and learning process of education, this is mainly due to the form of disability. different from all students, inadequate facilities and infrastructure willing to attend school, and lack of references to physical education manuals.

Table 18. Do you need learning support facilities in the implementation of the teaching and learning process of physical education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	
b. No	0	0	
Total	5	100	

The table above shows that all teachers in physical education at the Special School in Banda Aceh City really need learning support facilities in the teaching and learning process of physical education.

Table 19. Do the facilities at your school support the teaching-learning process of physical education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	0	0	
b. No	5	100	
Total	5	100	

The table above shows that all Outer Schools in Aceh Tenggara District do not have adequate supporting facilities in the teaching and learning process of physical education.

Table 20. If there are no sports facilities at your school, what are the efforts to overcome them?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Make your own	5	100	
b. Ask students	0	0	
Total	5	100	

The table above shows all teachers who teach physical education at Special Schools in Aceh Tenggara District make their own if facilities are not available.

Table 21. How is the principal's support for the implementation of the teaching and learning process for physical education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Strongly supportive	5	100	good
b. Not supportive	0	0	
Total	5	100	

The table above shows that all Special Schools in Southeast Aceh District are very supportive of the implementation of the teaching and learning process of physical education.

Table 22. Has the principal ever checked the completeness of your teaching preparation every semester?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

From the table above it shows that all the principals of Special Schools in Aceh Tenggara District checked the completeness of the preparation for teaching physical education teachers.

Table 23. Has the principal ever provided direction or advice on the implementation of the teaching and learning process for physical education?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	Very good
b. No	0	0	
Total	5	100	

The table above shows that all the principals of Special Schools in Southeast Aceh District always provide direction or advice on the implementation of the teaching and learning process of physical education.

Table 24. Does the teaching and learning process of physical education receive support from the teacher council in this school?

ANSWER	FREQUENCY	PERCENTAGE	DESCRIPTION
a. Yes	5	100	good
b. No	0	0	
Total	5	100	

From the table above, it shows that all teacher councils in Special Schools in Aceh Tenggara Regency are very supportive in the implementation of the teaching and learning process of physical education.

3.2 Discussion of Assessment

From the results of the study, it can be concluded that the implementation of the teaching and learning process of physical education in Outer Schools in Southeast Aceh Regency has not been going well. In fact, physical education subjects at Special Schools in Southeast Aceh Regency are needed to help shape the normal development of students.

Physical education, as one of the subjects presented at school, has a higher percentage of using the psychomotor phase compared to using the cognitive and effective phase. According to Ahmad (1980: 3), physical education does not only consist of movements that are meaningless and contain no value, but physical education is essentially a form of education that provides an integrated learning experience for the formation of a complete human being, because it contains an integrated learning experience. biological, psychological and social values.

The results of this study indicate that all Special Schools in Southeast Aceh Regency have implemented physical education subjects, but in practice only 40% of the implementation of physical education subjects is currently running well.

In relation to the teaching and learning process, it shows that 80% of the subject matter delivered by teachers who teach education can be understood by good students, and only 20% are difficult to understand by Special School students in Southeast Aceh Regency, and the material delivered is only 60 % teachers are guided by the manual and according to the curriculum.

When viewed from the aspect of student learning, it shows that all students participate actively and dress in sports in the implementation of the teaching and learning process of physical education at the Special School of Southeast Aceh Regency, while after the teaching and learning process takes place students all have enthusiasm, and the teacher has succeeded in bringing students in achieving disability sports achievements, this is obtained from the results of research.

All teachers who teach physical education at Special Schools in Aceh Tenggara Ordinary District have a working period of 5 years and above, while 80% of teachers who teach physical education at Special Schools in Southeast Aceh District have a D2 educational background in Economics, S1 class teacher education, and only 20% D2 physical education.

Based on the detailed data obtained, it shows that all teachers who teach physical education at the Special Schools of Southeast Aceh Regency have made teaching preparations and 80% of teachers have also understood how to prepare teaching preparations. This shows that the process has been rather good from what the teacher does, and all heads of Special Schools in Aceh Tenggara Regency check the completeness of teacher teaching preparation and often provide advice to teachers who teach physical education.

When viewed from an effective and efficient teaching and learning process, all teachers who teach physical education at the Special School of Southeast Aceh Regency, still encounter many obstacles and obstacles in the teaching and learning process of physical education, this is mainly due to the majority of teachers who teach Physical education has an educational background that is not physical education, different forms of disability from all students, inadequate facilities and infrastructure and available teaching media, lack of references to educational guidebooks. Whereas, it is very much needed by teachers who teach education in supporting the teaching and learning process.

IV. Conclusion

Based on the research results obtained listed in the analysis and discussion section, it can be concluded as follows.

1. All Special Schools in Southeast Aceh Regency have implemented physical education subjects, but the implementation of physical education subjects has not yet been implemented properly.
2. Implementing physical education subjects at Special Schools in Southeast Aceh Regency has not been effective and efficient, because there are still many obstacles and obstacles in the teaching and learning process of physical education, this is mainly because most of the teachers who teach physical education have non-formal educational backgrounds. physical education.
3. Different forms of disability from all students, inadequate facilities and infrastructure and available teaching media, lack of references to physical education manuals in Special Schools.

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