



# Implementation of Inclusive Physical Education in Yogyakarta Senior High Schools: Teacher Experience

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**Abstract.** Education in various countries pays more attention to inclusive education, including in Indonesia. This study aims to find out the description of the implementation of physical education learning with students with special needs in senior high schools in the city of Yogyakarta. The method in this research is descriptive qualitative. The approach used is a narrative approach. The data source is a high school physical education teacher in the city of Yogyakarta who has taught students with special needs. This study reveals the conditions of adaptive physical education learning in the inclusion class. 1) It is illustrated that not all physical education teachers who teach inclusive classes have an adaptive physical education background. The inclusive school policy provides a challenge to physical education teachers to improve competencies related to adaptive physical education. 2) The implementation of adaptive physical education learning is carried out in a variety of ways to suit the needs of students with special needs. The teacher modifies the learning process from class management, equipment, and assessment. 3) There is no assistance by the accompanying teacher directly during the learning process. Companion teachers are needed for teachers to help manage classes, so that students can get more attention in physical education activities. The results of this study can be used as a consideration for related agencies to be able to facilitate competency improvement related to adaptive physical education and to provide support.

**Keywords:** Inclusive, Physical Education, Teacher Experience.

## 1 Introduction

Education in various countries pays more attention to inclusive education, including in Indonesia. Schools in many countries are gradually moving towards integration and inclusive education [1]. The United States legally mandates the inclusion of students with special needs in general education programs [2]. In Korea, since the passing of the revised special education law, special classes in public schools have increased significantly [3]. Inclusive education in Indonesia is regulated in National Education Minister Regulation No. 70/2009. This policy has become an important foundation that facilitates current educational programs and practices in the Province and District [4]. One example of a policy based on these regulations is the Policy of the Yogyakarta Special Region Education, Youth and Sports Department which allows regular high schools to now accept students with special needs. Article IV B in the PPDB SOP [5]

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explains the affirmation route of 20% of the school's capacity, including quotas for prospective students with disabilities. This policy is strengthened by the existence of regulations that specifically regulate the implementation of inclusive education. Article 3 in the Governor's Regulation explains that educational units are obliged to accept students with special needs [6].

The inclusive school policy provides changes to school management, including the process of physical education teaching and learning activities. Physical education teachers are required to be able to manage the class optimally according to the conditions of regular students and students with special needs. Providing rights and equality to students with special needs is a challenge in everyday classrooms, including physical education. The majority of teachers are worried about the increasing burden and difficulties that teachers have to bear in learning, as well as the lack of knowledge making teachers feel incapable of teaching [7]. One of the problems in England, the National Curriculum for Physical Education (NCPE) has been specifically designed to accommodate inclusive physical education. However, [8] said that some teachers were unable to achieve NCPE expectations. Goals that are not achieved can have a negative impact on the learning experience of students with disabilities in Physical Education despite the good intentions that have been designed by the teacher. A study in Malaysia [9], revealed that Physical Education teachers tend to be less competent in delivering inclusive Physical Education. Physical Education teachers in several other countries also lack confidence in teaching students with disabilities [10].

Several literatures have studied and researched the conditions of physical education learning in inclusive schools [8], [11]–[15]. Research [16] was motivated by legislation that encouraged the move from regular education to inclusive education. The results of the study revealed that despite these barriers, a variety of services were provided for students with special needs, minimal assistance from support staff and the school environment, as well as making pedagogical modifications to ensure meaningful involvement in PE lessons. Research in the Indonesian context [17], examines the responses of school principals and teachers in Indonesia to the voices of elementary school students and their representation in inclusive education. Research [18] aims to describe the profile of Adaptive Physical Education teachers in special schools in Indonesia. The research results reveal that the number of special teachers with a physical education background is still inadequate, namely only around 38%, compared to more than 60.5% who graduated from the Special Education Program. The research was conducted in special schools, not in inclusive schools. From the literature, little research has been found related to adaptive physical education which is carried out on the basis of inclusive school policies in Indonesia, especially Yogyakarta.

This study aims to describe the physical education learning process carried out by physical education teachers in charge of high school inclusive schools in the city of Yogyakarta. The inclusive school referred to in this research is a regular school that organizes inclusive education on the basis of government policy. Thus, this research wants to find out 1) what is the competence of physical education teachers in charge of inclusive schools, 2) how is the implementation of physical education learning in inclusive schools, and 3) what is the carrying capacity of physical education learning in inclusive schools.

## 2 Method

### 2.1 Study Design

The method in this research is descriptive qualitative. In this study the aim was to find out the description of physical education learning in Inclusive High Schools in the City of Yogyakarta. The approach used is a narrative approach

### 2.2 Research Participants

The data source is a High School Physical Education Teacher in Yogyakarta City who has taught students with special needs. From the data from the Yogyakarta City High School Physical Education Teacher Consultation, 3 teachers were obtained as data sources. The three (3) teachers are physical education teachers at senior high schools in the city of Yogyakarta who implement policies on inclusive schools. Recruitment criteria include those who are currently or have carried out learning with special needs students. This is to ensure the meaningfulness of the experiences of those being investigated. Table 1 provides brief demographic information of the participants. As part of research ethics practices, we protect confidentiality by replacing all participants' names with pseudonyms.

**Table 1.** Demographics of Research Data Sources

No.	Name	Gender	Education	Experience
1	Rio	Male	S-2	24 years
2	Boy	Male	S-1	17 years
3	Arti	Female	S-1	24 years

### 2.3 Data Collection and Instrumentation

Data collection was carried out by interviews based on interview guidelines. The interview is semi structured. The interview guide consists of 3 general questions including 1) what is the competency of the physical education teacher, 2) how is the implementation of physical education learning in inclusive schools, and 3) how is the carrying capacity in implementing physical education learning in inclusive schools.

### 2.4 Analysis

Data were analyzed using interactive data analysis techniques which consisted of several activities, namely data collection, data presentation, data reduction and verification or conclusions.

### 3 Result

The analysis shows three main themes, namely the competency of teaching education in inclusive schools, the implementation of physical education learning in inclusive schools and the carrying capacity of physical education learning in inclusive schools. We developed several competency-related sub-themes, namely formal educational background and sources of knowledge. Sub-themes related to implementation consist of planning, class management, and assessment. The sub-theme related to carrying capacity consists of facilities and accompanying teachers. The paragraphs below present these themes.

#### 3.1 Competence of Physical Education Teachers

Two competency-related sub-themes describe educational background and ways to acquire physical education knowledge and skills in inclusive schools. Educational background is the level of education taken, as well as the certificate held as a prerequisite for carrying out duties as a teacher. Two (2) teachers from the Sports Education department and one (1) teacher from the Sports Coaching department. Graduates from both majors receive diplomas and teaching certificates as a prerequisite for teaching physical education in regular schools. The two departments are projected to teach regular class physical education, not inclusive class. The inclusion class or special school at that time was studied by students majoring in Special Education. Mr. Rio said "I was actually designed to teach students, SMP, SMA Mas", added Mr. Rio that for the majors that were projected to teach Special Schools "There was PGSLB, like at that time there was a PGSD to teach SD", the same thing was conveyed by Mr. Boy "If FIP used to exist, FIP Faculty of Education", Ms. Arti "to teach SLB at that time from the FIP PLB department". Regarding knowledge and experience of teaching inclusive physical education classes, it was concluded from the three teachers that they did not acquire special knowledge or experience regarding adaptive physical education while attending college. As Pak Boy said "In college, never before, batch 91 didn't have adaptive education courses". Ms. Arti and Mr. Rio made the same statement, Ms. Arti "couldn't do it at college regarding inclusion", Mr. Rio "Not yet in college".

Knowledge related to adaptive physical education is obtained from training or upgrading activities related to adaptive physical education in inclusive schools. These activities were obtained both before the inclusive school policy and during the process of implementing inclusive schools. Ms. Arti conveyed the knowledge gained in a workshop-type event held by a university in Yogyakarta. "Previously I was invited to UGM to gain knowledge for BK and PJOK, I happened to be the one who went." Mr. Rio said, "During my career, the Dikpora has facilitated and facilitated the provision of certain subjects to be able to teach inclusive students. At the beginning, Dikpora recorded schools with inclusive schools, then Dikpora held outreach and briefings on how to teach inclusive students according to the needs of students.

The role of knowledge and skills related to adaptive physical education is considered to be an important factor for physical education teachers. The teacher hopes to deepen knowledge related to adaptive physical education that is more specific

according to the special needs that exist during learning. This is because teachers cannot predict what special needs will be assisted from year to year. Mr. Rio said "PPDB regulations are sufficient, they can accommodate various child inclusions, the number of students cannot be predicted. Last year there was one, this year there is none. Mr. Boy and Mrs. Arti conveyed the same thing, Mr. Boy said "Two years ago there was none, 2018 2019 got it", Ms. Arti "what kind of special needs will be managed is uncertain. Two years nothing".

The fluctuation and diversity of these special needs requires that physical education teachers are always ready for any conditions. Mrs. Arti said "I don't know about other special needs, because I also don't have experience. In this study, to deal with these conditions the teacher felt that it was not enough to only have knowledge and experience from previous training activities. Mr. Rio regarding the provision of knowledge and experience said that "it is felt that it is not enough, like it or not, it must be fulfilled, on the way if there are problems it can be communicated with the appointed companion". Training and debriefing, to provide reinforcement must be carried out. So that teachers can understand what to do with inclusive students. The process of learning adaptive physical education is carried out along with the learning process activities taking place, according to what Mrs. Arti said "adjusting, while learning". Sources of learning other than from related agencies can be obtained independently. Teachers actively seek information from anywhere. Mrs. Arti explained "Meanwhile I have to be ready first, ra ketang gresek gresek, initiative to look for provisions and even kebon nusu gudel". It's the same with Mr. Rio "I'm trying to find other sources of information, bro, can be via the internet and YouTube". Sources of knowledge and experience in this study can be obtained through these special needs students. Mrs. Arti "so we learn together with the students". The teacher discussed adaptive learning according to students with special needs, experiences at previous schools and the difficulties they experienced. Through this discussion process the teacher hopes to present adaptive learning according to needs and the learning process remains effective.

### 3.2 Implementation of Adaptive Physical Education Learning

From the sub-theme of Implementation of Physical Education Learning it describes planning, class management and also assessment. Of the three participants in this study, it was explained that at this time planning was carried out like a regular class and did not include special learning scenarios. Learning scenarios are adapted to situations and conditions during the process of learning activities. Learning Implementation Plans (RPP) are designed as usual. Mr. Rio said "The RPP is the same, but the implementation gets around the RPP. The indicators are the same, but the completeness assessment is minimal. The same statement was conveyed by Mrs. Arti "the RPP is the same, in the implementation I adjust it". Pak Boy also stated the same thing "Planning and learning are the same"

Classroom management in physical education learning is carried out with modifications according to the conditions and abilities of students with special needs. Classroom management is divided into two, classically and individually for students with special needs. Classically, the teacher provides opportunities for students to join in general learning with the help of friends in the class. Teachers assume students

with special needs have the same rights to take part in learning and have the right to socialize with classmates. Mr. Rio "inclusive students have the right to receive teaching in accordance with other friends. There are other problems in the implementation if it doesn't match expectations. Teachers must be good at responding, modifying so that learning objectives are achieved, the principle of fitness is achieved. Ms. Meaning "Children in Indonesia, regardless of their conditions, have the right to receive the same learning and education. Don't be in a class by yourself, because that is for their provision of life and provision in society". In this study, information was obtained that individual learning was treated by the teacher under certain conditions. Mr. Rio said "The implementation of learning remains one, there is special treatment, being isolated, given special treatment, for example serving volleyball. even if they are not optimal, at least they know how to make moves". Ms. Arti did the same thing, this was stated in the statement "I took the time to assist, provide knowledge, for example how to hold a racket, etc.

The Assessment sub-theme illustrates that adaptive physical education teachers provide different assessment criteria from general students. This is implemented in indicators of achievement and also the minimum completeness value. Mr. Rio said that in the process of assessing "Attendance was fulfilled, activities were according to ability and modified to complete". Without hindering activity, with the aim of fitness, then what is clear is that we appreciate their active participation as an assessment consideration. Mrs. Arti explained, "If I judge by the standard of assessors according to ability, it's impossible to use general standards. Complete, he doesn't have to be perfect here, what's important is the meaning of PJOK through his movement, he is healthy, not inferior to other students.

### 3.3 Adaptive Physical Education Learning Supporting Capacity

The supporting capacity sub-theme describes facilities and accompanying teachers. From the three participants it was described that the facilities used by physical education teachers still used the same facilities as those used by other students. As for certain conditions the teacher adjusts so that learning continues to run smoothly and in accordance with the objectives. Mr. Rio said "it was adjusted to the tools available at school and never came from the office. Mrs. Arti If the means are the same, the theme is the same as friends, for example badminton, using the same racket, I help, friends help, help each other. Mr. Boy, we adjust the tools if there are defects in the legs, hands and the like. We as sports teachers can adjust their children.

The accompanying teacher sub-theme, in this study it is described that accompanying teachers are very much needed in the process of learning physical education in inclusive classes. Companion teachers can provide assistance related to problems that exist in the field. However, the accompanying teachers are still general, not specific to physical education subjects. Pak Boy "he said from the learning process there was a companion, but in reality there was none". Mr. Rio explained "Assistant in general, not subject specific. They assist if there are special problems related to inclusive students, for example reading Braille, and the socialization of not being able to mingle freely. General companions are never in class, if there are special cases they come to school or are contacted by the school. Mrs. Arti "coaching teachers are gen-

eral in nature, only meet when there is a problem, don't always follow the KBM process, just come, maybe scheduled but not necessarily, even when the family has never been". This study explains that accompanying teachers in inclusive class physical education lessons can have an impact on both students and teachers. Mr. Rio gave an explanation in his statement "yes, the inclusion students should have a teacher, Mas, they also have the right to learn, my perception is like team teaching, yes, they complement each other. In addition to accompanying students, teachers are also considered to be able to share experiences and knowledge with previous teachers, as Mr.

#### **4 Discussions**

In this research, it is illustrated that not all teachers have an educational background related to physical education in inclusive classes. Physical education teachers at high schools in the city of Yogyakarta who teach inclusion classes try to increase competence by various ways of obtaining various information from any source. For example, teachers' efforts include getting knowledge from students, the internet, and workshops organized by related agencies. Competence of physical education teachers related to adaptive physical education is important for the success of physical education in inclusive classes. The success of inclusive education depends in part on teacher competence in delivering inclusive learning [19]. The actions of physical education teachers are one of the important keys to ensuring that the learning experience of students with disabilities becomes more meaningful [20]. Research [3] revealed that self-efficacy in inclusive learning felt by pre-service teachers increased after consuming e-learning supplements. A study confirmed that the more intensively pre-service sports teachers engage with students with disabilities, the more likely they are to develop their attitudes and self-efficacy towards inclusive sports [21]. Efforts to enrich teachers' experiences and develop a deeper meaning of inclusive PE may require reinventing teacher training and continuing professional development programs designed specifically for inclusive teaching [22].

Physical education learning in Yogyakarta City High School inclusion classes is carried out dynamically according to the special needs of students. Regarding class management in physical education learning, it is implemented with modifications to suit the conditions and abilities of students with special needs. Class management is divided into two, classical and individual for students with special needs. In this research, teachers provide classical learning with the aim of providing equal rights to students with special needs, as well as preparing students to face community activities. Teachers' efforts to improve adaptive physical education learning by pairing with other students [14]. Apart from being classical, this research also explains that there is time provided by teachers to treat students individually. The meaningfulness of adaptive physical education can be achieved by modifying and accommodating during the learning process, creating a friendly environment for students with disabilities, and providing options for inclusive or separate learning environments [20].

Physical education learning assessments by physical education teachers in Yogyakarta City High School inclusion classes are carried out in accordance with the conditions of students with special needs. Students' activity and efforts are taken into

consideration for assessment. Physical education teachers use different assessment standards for students with special needs, minimum completeness scores are given by physical education teachers when students with special needs do not reach the expected indicators. Assessment adjustments are in accordance with general guidelines [23], evaluation modification means changing the evaluation/assessment system to suit the conditions of students with special needs. In other words, students with special needs undergo a different evaluation/assessment system from other regular students. [24] in his research explains that physical education teachers together with special guidance teachers will continue to provide adapted teaching and provide results/assessments that are definitely adjusted as well. In certain conditions, students with limitations, if they have tried as hard as possible, even if the work process is also guided by physical education teachers and accompanying teachers but the results have not been achieved, then the KKM limit will be given.

Facilities as a supporting capacity in educational learning in inclusive classes, based on the results of interviews in this research, are not a significant obstacle. Teachers can use facilities that other students usually use. The teacher adjusts certain conditions so that learning continues to run smoothly and in accordance with the objectives. Teacher creativity is really needed to use facilities according to the needs of students with special needs. An investigation of physical education teachers' behavior in teaching students with disabilities in Shanghai found that in addition to pairing students, teachers modified instructions and equipment to maximize participation [14]. Providing optional tasks and equipment modifications is an application of the concept of differentiation (Black & Williamson, 2011). Inclusive school facilities and infrastructure are in principle the same as schools in general, but to make the school friendly for all, it needs to be equipped with accessibility that can help facilitate mobility and not endanger all students with special needs [23].

Accompanying teachers are the support needed to maximize the physical education learning process in inclusive classes. Regency/City Governments are required to provide at least one special supervising teacher in educational units designated to provide inclusive education [4]. Accompanying teachers can help with class management and can also provide previous knowledge to teachers. Reciprocal interactions between physical education teachers and classroom support teachers appear to be an important addition in trying to strategically redefine their teaching situations to support inclusive practices [25]. It was explained that a physical education teacher believed that working with a district-specific assistant teacher was useful in creating a successful learning environment for his students. [26] described teachers' collaborative efforts as important. It was explained that the absence of adequate support staff is an obstacle that needs to be considered in implementing inclusive education. These support staff are very helpful in modifying physical education activities. Special Guidance Teachers can contribute important information and experience about how Students with Special Needs [27]



## 5 Conclusion

This study reveals the conditions of adaptive physical education learning in inclusive classes, according to government policy. It is illustrated that 1) not all physical education teachers who teach inclusive classes have an adaptive physical education background. The inclusive school policy provides a challenge to physical education teachers to improve competencies related to adaptive physical education. 2) The implementation of adaptive physical education learning is carried out in a variety of ways to suit the needs of students with special needs. Teachers need to modify the learning process from class management, equipment, and assessment. Teachers provide educational services both classically and individually, 3) Facilities and accompanying teachers are important as a support for physical education learning in inclusive classes. In certain circumstances the teacher is required to be able to modify the means according to the needs of inclusive students. Companion teachers are needed for teachers to help manage classes, so that students can get more attention in physical education activities. The results of this study can be used as a consideration for related agencies to be able to facilitate competency improvement related to adaptive physical education and to provide support

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