



Stepping Into a World of Inclusion: Sports Coaching Education Students' Perspectives on Inclusive Education

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Abstract

Sports coaching education students play an important role in inclusive education with their ability to create an inclusive environment and adapt learning strategies according to individual needs. They become agents of change in fighting for inclusion in the world of sport and education. The aim of this research is to explain in depth the perceptions of sports coaching education students towards inclusive education. The study employs a descriptive quantitative research method. The population of this research is all students from the Department of Sports Coaching Education, Faculty of Sports and Health, Universitas Negeri Gorontalo, class of 2021, 2022, and 2023, totalling 200 active students. The sample in this study consisted of 105 students using a purposive sampling technique who met the criteria of being active students and willing to fill out a series of questionnaires. The instrument of this research is a 5-category Linkert scale questionnaire. We describe data processing by presenting data in the form of tables of numbers and percentages. The results showed that 44.77% had a positive perception, 1.9% had an average perception, and 53.33% had a negative perception of inclusive education. The conclusion is that students have varying perceptions of inclusive education, but the largest perception is negative. This research aims to encourage students in sports coaching education to embrace inclusive education more readily.

Keywords: Perception; Student; Sports Coaching Education; Inclusive Education

1. INTRODUCTION

Inclusive education has become the main focus in efforts to increase accessibility and equality in the education system in Indonesia. With increasing awareness of the need to accommodate the diversity of individuals, especially those with special needs, an inclusive approach has become an important foundation for building a more equitable and inclusive education system [1], [2]. Indonesia has taken significant steps to implement inclusive education, including through national policies and efforts to provide adequate educational services for all students, regardless of their background, abilities, or needs [3], [4]. However, challenges in implementing effective inclusion practices remain, including a lack of resources, appropriate training for teachers and school staff, and public awareness of the importance of inclusion in creating a more equitable and just educational environment. Therefore, further research and understanding of inclusive education in Indonesia is very important in efforts to continue to improve the quality of education for all students.

Sports coaching education students, whose graduates primarily become prospective coaches and educators, play a key role in promoting inclusion in sports education by acting as educators, advocates, collaborators, programme developers, participant empower, and programme evaluators. Through a deep understanding of participants' specific needs and the use of inclusive training strategies, they help design, implement, and monitor sports programmes that support the participation of all individuals, creating an inclusive and supportive environment for participants' physical, emotional, and social development.

Inclusive education plays an important role in shaping the understanding and attitudes of sports coaching students towards students with special needs. Students who are educated with inclusive principles are not only trained to develop technical skills in sports coaching, but are also expected to have strong social and ethical sensitivity in dealing with diversity. In the context of sports coaching education, it is important for students to learn how to recognize and appreciate differences in physical, mental, and emotional abilities among students. This involves developing competencies in designing training programs that take into account not only physical abilities, but also other aspects that affect individual participation and performance. In addition, students must also be equipped with the skills to create an inclusive learning environment, where each participant feels valued and supported to achieve their full potential. Well-implemented inclusive education can help prospective sports coaches to become agents of change, who encourage the participation and involvement of all individuals in sports activities, without discrimination or exclusion. Thus, the relationship between inclusive education and sports coaching students is crucial in

ensuring that the principles of inclusion are not only a theory, but also a practice that is integrated into every aspect of sports training and education.

Previous research has been conducted with elementary school teacher education students as subjects with the research theme of inclusive education courses. The results showed that there was an influence of inclusive education courses on students' understanding of children with special needs [5]. Of course, this is different from previous studies, both in terms of subjects and research sub-themes. In addition, this study used a different instrument than the previous research instrument. Through this research, we seek to explore sports coaching education students' perceptions of inclusive education. We believe that an in-depth understanding of their views will not only provide valuable insight into the extent to which inclusion principles are integrated in sport coaching education curricula but will also provide a foundation for the development of more inclusive learning strategies in the future.

This article aims to describe the results of our in-depth research on students' perceptions of inclusive education in sports coaching education. We hope that our findings will provide a strong basis for further discussion and updates in sports coaching education curricula, as well as contribute to increasing awareness of the importance of inclusion in the overall sports education context.

2. METHODS

This research is descriptive quantitative research. The population of this study was all students from the Department of Sports Coaching Education, Faculty of Sports and Health, Universitas Negeri Gorontalo, classes of 2021, 2022, and 2023, totalling 200 active students. The sample in this research was 105 students using a purposive sampling technique who met the criteria of being active students and willing to fill out a series of questionnaires.

The instrument of this research uses a 5-category Likert scale questionnaire, which was adapted from research [6]. The validity and reliability were tested by the author using student respondents from the class of 2020, totalling 36 students (r table 0.329, significance 5%), so it can be declared valid if r count $>$ r table. The following are the results of the validity and reliability tests:

Table 1. Validity Test

N o.	r count	r table	Information	N o.	r count	r table	Information
1	0,557	0,329	Valid	14	0,644	0,329	Valid
2	0,243	0,329	Not Valid	15	0,569	0,329	Valid
3	0,642	0,329	Valid	16	0,654	0,329	Valid

4	0,454	0,329	Valid	17	0,585	0,329	Valid
5	0,537	0,329	Valid	18	0,641	0,329	Valid
6	0,53	0,329	Valid	19	0,393	0,329	Valid
7	0,48	0,329	Valid	20	0,491	0,329	Valid
8	0,484	0,329	Valid	21	0,473	0,329	Valid
9	0,563	0,329	Valid	22	0,509	0,329	Valid
10	0,673	0,329	Valid	23	0,468	0,329	Valid
11	0,534	0,329	Valid	24	0,49	0,329	Valid
12	0,642	0,329	Valid	25	0,41	0,329	Valid
13	0,482	0,329	Valid				

Table 2. Reliability Test

Reference Value	Cronbach's Alpha value	Conclusion
0,70	0,89	Reliable

It can be seen from the table that only question number 2 (two) is invalid, so the author only used questions that were considered valid, so that of the 25 questions, there were 24 questions that were determined to be the instrument. Meanwhile, in testing the level of reliability, it shows that the Cronbach's alpha value > the reference value, so it is declared reliable. The grid of validated instruments is as follows:

Table 3. Instrument Grid

Variable	Dimensions	Indicator	Questionnaire Item Number		Amount
			+	-	
Student Perception of Children with	Sensation	Knowledge / understanding	1,3,6,8	2,4,5,7	8
	Attention	Awareness	13,14	9,10,11,1	7

Special Needs in Schools Providing Inclusive Education	Interpretatio n	Response	16,17,18, 19,23	2,15 20,21,22, 24	9
Total					24

Table 4. Alternative Answers and Score Weights

Alternative Answers	Statement Score Weight (+)	Statement Score Weight (-)
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

The author distributes the questionnaires via Google Form to facilitate immediate processing. The author describes data processing by presenting data in the form of tables containing numbers and percentages.

3. RESULTS AND DISCUSSION

Based on the scores from the distribution of the questionnaire, the highest score was 120 and the lowest was 24, with a value range of 96. It can be seen that the average score was 75, so the data on the number of values above the average was 47 respondents, or 44.77% of the results of the questionnaire distribution scores. The average value of the average distribution is 2 respondents, or 1.9%, while the data on the number of values is below the average of 56 respondents, or 53.33%. The implementation of the research yielded quantitative results, as presented in:

Table 5. Questionnaire data analysis in numbers

No	Criteria	Absolute Frequency (Amount)/Item												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	SA	36	17	12	17	17	12	18	23	8	6	6	6	18
2	A	20	29	19	31	31	22	30	28	17	15	13	23	21
3	U	10	23	32	21	21	36	23	21	30	27	27	32	35
4	D	23	24	28	27	27	22	22	26	21	31	30	26	23
5	SD	16	12	14	9	9	13	12	7	29	26	29	18	8
Amount		105	105	105	105	105	105	105	105	105	105	105	105	105

No	Criteria	Absolute Frequency (Amount)/Item											
		14	15	16	17	18	19	20	21	22	23	24	
1	SA	19	8	38	32	22	22	23	13	26	25	10	
2	A	26	18	18	17	14	28	25	37	22	22	19	
3	U	25	38	18	26	32	24	25	28	26	27	50	
4	D	27	30	22	22	26	19	20	19	15	22	17	
5	SD	8	11	9	8	11	12	12	8	16	9	9	
Amount		105	105	105	105	105	105	105	105	105	105		

The following are the results of the implementation of the research, obtained research data results in the form of percentages as follows:

Table 6. Questionnaire data analysis in percentages

No	Criteria	Absolute Frequency (Amount)/Item							
		1	2	3	4	5	6	7	8
1	SA	34,29	16,19	11,43	16,19	16,19	11,43	17,14	21,90
2	A	19,05	27,62	18,10	29,52	29,52	20,95	28,57	26,67
3	U	9,52	21,90	30,48	20,00	20,00	34,29	21,90	20,00

4	D	21,90	22,86	26,67	25,71	25,71	20,95	20,95	24,76
5	SD	15,24	11,43	13,33	8,57	8,57	12,38	11,43	6,67
Amount		100	100	100	100	100	100	100	100
No	Criteria	Absolute Frequency (Amount)/Item							
		9	10	11	12	13	14	15	16
1	SA	7,62	5,71	5,71	5,71	17,14	18,10	7,62	36,19
2	A	16,19	14,29	12,38	21,90	20,00	24,76	17,14	17,14
3	U	28,57	25,71	25,71	30,48	33,33	23,81	36,19	17,14
4	D	20,00	29,52	28,57	24,76	21,90	25,71	28,57	20,95
5	SD	27,62	24,76	27,62	17,14	7,62	7,62	10,48	8,57
Amount		100	100	100	100	100	100	100	100
No	Criteria	Absolute Frequency (Amount)/Item							
		17	18	19	20	21	22	23	24
1	SA	30,48	20,95	20,95	21,90	12,38	24,76	23,81	9,52
2	A	16,19	13,33	26,67	23,81	35,24	20,95	20,95	18,10
3	U	24,76	30,48	22,86	23,81	26,67	24,76	25,71	47,62
4	D	20,95	24,76	18,10	19,05	18,10	14,29	20,95	16,19
5	SD	7,62	10,48	11,43	11,43	7,62	15,24	8,57	8,57
Amount		100	100	100	100	100	100	100	100

Research on sports coaching education students' perceptions of inclusive education is an important step in understanding how prospective sports educators respond to inclusion in the context of physical education. Understanding their viewpoints allows you to identify challenges and opportunities in creating an inclusive learning environment for all students, including those with special needs.

Children with special needs have characteristics that distinguish them from children in general, and the majority of sports coaching education students believe this is significant. As a result, 34.29% of students strongly agree that it is important to dig deeper into the factors underlying this view. This reflects an understanding of the importance of inclusion in physical education, or it could also reflect the challenges faced in implementing an inclusive approach to sports learning. Previous research

also revealed the varying characteristics of children with special needs such as being blind, deaf, mentally retarded, physically disabled, hearing impaired, intelligent, and having special talents[7]. In this context, further research can reveal effective strategies to support students in preparing themselves as educators who are inclusive and sensitive to the individual needs of children with special needs.

In discussions about inclusive education, the phenomenon that children with special needs frequently experience difficulties in learning is an important focus. The perception of the majority of sports coaching education students—as many as 27.62% agreed—reflects awareness of the challenges faced by these children in the learning process. This suggests that students may be starting to realise the complexities of teaching PE to students with special needs, as well as the need for a more in-depth and inclusive approach to their learning. In-depth research shows that children with special needs who are mentally retarded do experience learning difficulties caused by cognitive abilities that are below average. The factors supporting this view and the strategies to support the successful learning of children with special needs within the context of inclusive sports education could be the subject of further research.

The fact that children with special needs can be invited to work together in the classroom is an important aspect of promoting an inclusive approach to education. The perception of the majority of sports coaching education students, with 30.48% agreeing, reflects recognition of these children's ability to actively participate in an inclusive learning environment. In-depth research on this is true because it depends on how the teacher or trainer approaches guidance [8]. This view shows that students are starting to understand the importance of building classes that encourage cooperation and acceptance of differences, as well as recognising the potential of each individual to contribute to sports learning. Further research could explore concrete strategies to facilitate effective collaboration between students with special needs and their classmates to create more inclusive and supportive learning environments.

Understanding the phenomenon of children with special needs often encountering behavioral obstacles is crucial in the context of inclusive education. The majority of sports coaching education students, with 29.52% in agreement, highlight the potential challenges of managing these children's behavior in a sports learning environment. Especially for mentally retarded children, this view is true, but it does not preclude the opportunity to get a proper and appropriate education [9],[10]. This view shows that students are starting to recognise the complexity of designing learning approaches that are adequate and inclusive for all students, including those with special needs. Therefore, further research can explore effective strategies for dealing with the behavioural barriers of children with special needs and creating a supportive environment for their development in the context of sports coaching education.

The view that children with special needs tend to be slow learners is an important perspective to consider in efforts to understand students' individual needs in

the context of inclusive education. With 29.52% of sports coaching education students agreeing with this statement, it appears that some students are starting to recognise the challenges that children with special needs may face in following a traditional curriculum. There is a need for a more flexible and adaptive approach to support their learning success [11]. Therefore, further research could explore learning strategies that can be adapted to the individual needs of children with special needs so that they can reach their maximum potential in an inclusive sports education environment.

The doubtful view of 34.29% of sports coaching education students regarding the ability of children with special needs to carry out the tasks given reflects the complexity of understanding the capacity and potential of these children. It is possible that students doubt the abilities of children with special needs because there may be significant variations in the level of ability and individual needs between them. It is important to remember that children with special needs also have unique potential and are able to demonstrate achievement in carrying out tasks, especially with support and learning approaches that suit their needs [12]. Therefore, further research could explore the factors that influence this perception of hesitation and identify effective strategies to support children with special needs in completing their tasks in an inclusive sports education context.

In the context of inclusive education, the view that children with special needs face communication obstacles is important. With 28.57% of sports coaching education students agreeing, there seems to be an awareness of the challenges these children may face in communicating their thoughts and needs clearly. Previous research suggests that proper interpersonal communication can gradually overcome these challenges [13]. This demonstrates the importance of developing inclusive communication skills in sports learning environments, as well as the necessity for approaches that are sensitive to diverse communication needs. Further research can explore learning strategies that can help children with special needs overcome their communication barriers so that they can engage actively and effectively in inclusive sports learning.

The view that children with special needs have potential even though they face several difficulties in their development is a very important aspect of understanding diversity in inclusive education. Although only 26.67% of students in sports coaching education agree with this statement, this view highlights the importance of seeing each child as an individual who has unique potential, regardless of the challenges they face. Previous research at the Foundation for the Development of Disabled Children (YPAC) Malang underlined that children with special needs need to be explored gradually in developing their potential from the soft skills they have mastered [14]. This shows that there is awareness of the importance of supporting and strengthening every child's talents and abilities, including those with special needs, in the context of inclusive sports learning. Therefore, further research can explore learning approach

strategies that enable the development of the potential of children with special needs so that they can achieve maximum success in education and life as a whole.

The doubtful view of 28.57% of sports coaching education students regarding the existence of children with special needs in inclusive education highlights the complex challenges in managing diversity in the learning environment. Previous research shows that parents themselves have a positive view of inclusive schools [15]. Although there may be concerns that the presence of children with special needs can disrupt the teaching and learning process in the classroom, it is important to remember that educational inclusion has significant benefits for all students. An inclusive environment, with an emphasis on learning that is responsive to individual needs and the promotion of the values of empathy and cooperation, can be a supportive platform for all students to reach their maximum potential. Therefore, there needs to be continuous efforts to identify and implement effective strategies to support the participation and success of children with special needs so that all students can experience meaningful and inclusive learning.

The fact that the majority of sports coaching education students, as many as 29.52%, disagreed with the statement that children with special needs often make noise in class highlights a shift in views towards the presence of these children in the learning environment. This reflects an understanding that the behaviour of children with special needs does not always characterise noise and may show a deeper understanding of the complexity of individuals and their needs in accordance with the opinion of previous research that children with special needs need to be accompanied by examples in the learning process so they can remain focused in the learning process [16]. This view emphasises the importance of seeing each child as an individual with their own unique potential and emphasises the need for support and understanding to help them participate positively in the learning process. Therefore, there needs to be continuous efforts to develop learning approaches that are inclusive and responsive to individual needs so that all students, including children with special needs, can feel accepted and supported in the educational environment.

The fact that the majority of sports coaching education students, as many as 28.57%, disagree with the statement that children with special needs are an obstacle in teaching and learning activities in the classroom reflects a growing understanding of the importance of an inclusive approach in education [17]. This acknowledges the diversity of students' abilities and needs, including those with special needs, and underscores the belief that every child possesses potential for development. In contrast, this view emphasises the importance of creating a supportive environment for all students, including children with special needs, to participate actively in the learning process. Therefore, there needs to be greater emphasis on responsive and inclusive learning strategies, as well as appropriate support for teachers and students in dealing with diversity in the classroom, so that all students can feel welcome and are able to develop optimally.

The majority of 30.48% of sports coaching education students who disagree with the statement that children with special needs find it difficult to participate in the learning process indicate a shift in understanding individual needs in the context of educational inclusion. This reflects a recognition of the complexity of learning and the diverse ways in which children with special needs can learn and develop. This view highlights the importance of understanding individuals' needs and providing appropriate support to facilitate their participation in the learning process[18]. Therefore, an emphasis on learning approaches that are inclusive and responsive to individual needs, as well as adequate support for teachers and students, is necessary to ensure that all students, including children with special needs, can feel accepted and successful in the educational environment.

The fact that the majority of sports coaching education students, as many as 33.33%, feel doubtful about the statement that the presence of children with special needs in regular classes can improve the social abilities of children in general shows the complexity of understanding the implications of educational inclusion. Although there may be concerns about potential disturbances or challenges that may arise due to the presence of children with special needs, especially autism [19], this view emphasises the need for further research and in-depth evaluation of the impact of inclusion on the overall development of children's social abilities. We should not overlook the importance of learning through shared experiences and interaction between individuals in an inclusive environment. Therefore, there is a need for continued efforts to better understand how inclusion can positively influence children's social development, as well as the development of effective educational strategies to support this process.

The fact that the majority, around 25.71%, of sports coaching education students do not agree with the statement that the presence of children with special needs in regular classes can increase children's learning motivation in general highlights differences in views on the impact of educational inclusion. This view may reflect concerns about potential disruptions or challenges that may arise due to the presence of children with special needs in the classroom. Nevertheless, research and practical experience have shown that educational inclusion can enrich students' overall learning experience [20]. The presence of children with special needs can stimulate empathy, cooperation, and problem solving among other students, which in turn can increase learning motivation and student engagement in general. Therefore, it is important to dig deeper into how inclusion can make a positive contribution to children's learning motivation, as well as to develop educational strategies that support and facilitate inclusive experiences that benefit all students.

The majority of sports coaching education students, approximately 36.19%, disagreed with the statement that they would have difficulty communicating with children with special needs in class. This perspective reflects a growing understanding that appropriate approaches and awareness of individual needs can enhance

communication skills with children with special needs. Various communication strategies, including body language, visualization, and message delivery adaptation, can facilitate effective interactions with children with special needs [21], [22]. Apart from that, proper training and support from educators and school staff can also strengthen students' abilities to communicate with children with special needs. Therefore, it is important to continue to improve understanding and skills in this area so that all students can feel supported and valued in an inclusive learning environment.

The majority, around 36.19%, of sports coaching education students strongly agree with the statement that children with special needs require special forms of services that are in accordance with their abilities and potential. This perspective emphasizes the importance of supporting the individual needs of children with special needs by providing services that suit their needs[23]. Recognising individual differences in the abilities, interests, and potential of children with special needs is an important step in creating an inclusive and supportive learning environment. By providing tailored services, both in the context of sports education and in other aspects of education, we can help children with special needs reach their maximum potential and feel fully accepted in the educational environment. Therefore, it is necessary to continue to improve understanding of the individual needs and potential of children with special needs, as well as develop responsive and inclusive service strategies to support their development.

The majority of sports coaching education students, approximately 30.48%, strongly agree with the statement that if they receive services that suit their needs, children with special needs are able to achieve success. This view highlights the importance of providing services that are appropriate and tailored to the individual needs of children with special needs. When these children receive appropriate support, whether in terms of education, therapy, or guidance, they have the same opportunities for success as their peers who do not have special needs[24]. By providing an inclusive environment and adequate support, we can help strengthen the self-confidence, motivation, and ability of children with special needs to reach their maximum potential in various aspects of life, including education and sport. Therefore, it is necessary to increase awareness and commitment to providing supportive services for children with special needs so that they can achieve success according to their talents and potential.

The majority of sports coaching education students, approximately 30.48%, are skeptical about the statement that children with special needs can study with children in general. This view reflects doubts about the ability of children with special needs to fully integrate into the mainstream learning environment. However, research and practical experience have shown that educational inclusion has significant benefits for all students, including children with special needs. Children with special needs can gain many benefits, including the development of social skills, increased self-

confidence, and learning from their peers, when they receive appropriate support and an inclusive environment. Therefore, it is important to continue to promote inclusive approaches in education, as well as increase awareness of the abilities and potential of children with special needs in learning together with children in general. In this way, we can create a supportive learning environment for all students, regardless of their differences.

Around 26.67% of sports coaching education students agree with the statement that children with special needs should receive more services than children in general. This view highlights the recognition of the special needs and challenges faced by children with special needs in their learning process. While this view may stem from a desire to provide extra support to children who need it, it is important to remember that the principle of educational inclusion emphasises the importance of treating all students fairly and equally, without discrimination. It is important to tailor educational services to the individual needs of each child so that all students have an equal opportunity to achieve success. Therefore, there needs to be a careful and individual approach to providing educational services so that they can meet the unique needs of each student, including children with special needs, while still maintaining the principles of inclusion and equality.

The majority of students have two opinions regarding the statement that children with special needs should only be taught by special teachers, namely, around 23.81% agree and are unsure. This view reflects a complex dilemma in the approach to the education of children with special needs. While some may agree that special teachers have more specific training and knowledge to deal with the complex needs of such children, others may feel that educational inclusion involving regular teachers and regular classes can provide broader social and academic benefits for children with special needs. Therefore, there needs to be a balanced approach where special teachers can provide additional support and training to regular teachers in teaching children with special needs while ensuring that each child's individual needs are still met. Thus, inclusive education that combines these two approaches can create a supportive and inclusive learning environment for all students.

The majority of sports coaching education students, approximately 35.24%, agree with the statement that children with special needs have limited learning abilities. This view reflects a general understanding of the challenges faced by children with special needs in the learning process. However, it is important to remember that every child, including those with special needs, has unique potential that can be developed. While some children may face barriers to learning, they can also demonstrate significant achievement and growth with the right support and a learning approach that suits their needs. Therefore, it is important not to generalize the learning abilities of children with special needs, but to provide appropriate support and equal opportunities for them to develop and reach their maximum potential in an inclusive educational environment.

The majority of students have two opinions regarding the statement that children with special needs should go to special schools, with around 24.76% strongly agreeing and unsure. This view reflects the dilemma that often arises in discussions about inclusive versus special education. While some may strongly agree with the idea of special schools for children with special needs, believing that such environments can provide more specific and focused services, others may feel that inclusive education in mainstream schools can provide broader social and academic benefits for these children. All students, including those with special needs, have proven to benefit from educational inclusion in terms of learning, social development, and readiness for life in a diverse society. Therefore, it is necessary to carefully consider how to create a supportive and inclusive learning environment for all students while taking into account the individual needs and rights of each child to receive an education that matches their potential.

Around 25.71% of students studying sports coaching education express skepticism towards the notion that special teachers must assist children with special needs in regular classrooms. This view reflects the complexity of considering appropriate roles and approaches in inclusive education. Some students may feel that a specialist teacher is necessary to provide additional support to children with special needs in a mainstream learning environment, while others may feel that regular teachers and integrated support from a diverse educational team can be sufficient to meet the child's needs. It needs to be recognised that an effective approach to helping children with special needs in regular classes can involve a variety of strategies, including collaboration between special and regular teachers as well as the implementation of curriculum modifications and different learning approaches. Therefore, it is important to continue to explore and develop best practices for supporting the success of children with special needs in inclusive educational environments while paying attention to the needs and rights of each student to receive support commensurate with their potential.

The majority of sports coaching education students, approximately 47.62%, are skeptical about the statement that only children with mild special needs can enter inclusive education providers. This view reflects the complexity of understanding the concept of educational inclusion and the variety of individual needs in the context of inclusive education. Although some may believe that children with milder special needs are better suited to inclusive education because they require fewer modifications and additional support, others believe that educational inclusion should provide opportunities for all children with special needs, regardless of the severity of the need. It is important to remember that educational inclusion aims to ensure that all students have equal access to quality education, and decisions about a child's entry into inclusive education should be based on individual needs and the school's ability to provide the necessary support. Therefore, it is important to continue to

consider and understand the needs and rights of each child when creating an inclusive and supportive learning environment for all students.

4. CONCLUSION

The research findings reveal that a majority of sports coaching education students hold varying opinions about the educational inclusion of children with special needs in regular classes, with the majority expressing a negative perception. There are mixed views, with some students feeling skeptical about the role of special teachers in helping children with special needs, while others believe that inclusive education should provide opportunities for all children with special needs, regardless of their severity. Suggestions for future research are to further explore the perceptions and understandings of sports coaching education students regarding educational inclusion, as well as examine the effectiveness of various inclusive learning strategies in the context of sports coaching education for children with special needs. Implicative recommendations from the findings of this research are the importance of increasing students' awareness and understanding of educational inclusion and the needs of children with special needs in the context of sports education, developing training programmes for teachers and teaching staff, and encouraging collaboration between various parties in educational institutions to develop an inclusive learning environment. and support for all students. We hope that these steps will create an educational environment in sports coaching education that is more inclusive and responsive to the needs of all students, including those with special needs.

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