

# Adaptive Physical Education for Students with Special Needs

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**Abstract**—This paper discusses the learning of Adaptive Physical education for children with special needs in which the learning of adaptive physical education becomes one of the means of fulfillment of the unique needs of the "unique" of each child with special needs. In the adaptive education of physical education we can help children with the need specifically to correct the condition that can be repaired from the mental or physical limitations thus expected special needs children can increase the quality of himself and can develop his potential in the field of sports.

**Keywords**—*Adaptive Physical Education, Students with Special Needs.*

## I. INTRODUCTION

Children with Needs commonly abbreviated as ABK are children who have physical, mental and social limitations, which allows to optimize the optimal potential for special education. Children with needs that can be used in sensory, motoric, learning, and behavioral matters. All this results in disruption of physical development, this is because most of the children are used to making movements and some people who do not allow to make movements correctly.

In addition, they must be independent, able to adapt, and compete with normal people, cannot automatically carry out motion activities, it will affect themselves in the community, and therefore it is necessary to develop and improve their abilities and skills. So education and specifically needed to prepare them in the community. One thing that can be given to children with a need for education in the field of education and education for health must also be improved, independent and appropriate.

With the above description it is clear that physical education is adjusted and in accordance with the needs of abnormalities and the level of ability of Children with Special Needs is one of the factors that determine the success of Education for Children with Special Needs.

From this background the writer is interested in conducting a literature study entitled ADAPTIVE PHYSICAL EDUCATION FOR STUDENTS WITHOUT SPECIAL NEEDS

## A. PHYSICAL EDUCATION

Physical Education, [8] is a series of physical activities planned to improve the body's abilities and skills, and to achieve physical and mental growth and development, and adult attitudes in a person. Meanwhile, [1] suggests, physical education is one aspect of the overall education process of students through carefully designed physical activities, carried out consciously and programmed in an effort to improve physical and social skills and skills and intelligence development .

Observing from the two conclusions above it can be concluded that physical education is a physical activity that has been planned or has been consciously designed in an effort to improve the quality of growth and physical and mental development.

## B. ADAPTIVE PHYSICAL EDUCATION

Physical education that is fundamentally adaptive is the same as ordinary physical education. Adaptive physical education is a comprehensive (comprehensive) service delivery system designed to identify, find, and solve problems in the psychomotor domain [14] Another opinion expressed by the Directorate of Special Education and Special Services for Basic Education which states that adaptive physical education is physical education that is adapted and / or modified to enable students with special needs to actively participate in physical education. Adaptive and / or modification in adaptive physical education lessons is intended to facilitate students with special needs, so that students have equal opportunities to actively participate safely in fun learning activities.

Adaptive physical education is a special part of physical education developed to provide programs for individuals with special needs. There are three main programs given in development [1]:

1. Adjusted physical education is education through a traditional physical activity program that is modified to enable people with disabilities to have the opportunity to participate safely, succeed and get satisfaction.
2. Corrective physical education mainly refers to increasing dysfunction of postures and body mechanics. Corrective physical education is also called physical education improvement.
3. Physical development education refers to a progressive physical fitness program and / or training of large muscles to improve an individual's

physical abilities to the extent or peer-level approach.

**The Purpose of Adaptive Physical Education.** The purpose of physical education for students with special needs is to help them achieve physical, mental, emotional and social growth and development that are commensurate with their potential through a carefully designed special physical education program. Bribery bribery is seen as a tool for meeting "special" special needs in accordance with those specified in the Individual Law with Education Law Disability (IDEA). Regarding IDEA, [11] note that IDEA requires that special education, including physical education, be provided to students with special needs that this includes specially designed physical education, if needed to meet their unique needs. Physical education here is considered as important as special education which serves as a decent service and must be provided to meet the needs of students with special needs.

Meanwhile, according to Crowe [1], mentioning the purpose of physical education for students with special needs is as follows:

1. To help students improve conditions that can be improved.
2. To help students protect themselves and any conditions that will aggravate their condition through certain physical activities.
3. To provide students with opportunities to learn and participate in various recreational and recreational sports activities.
4. To help students understand the limitations of their mental and physical abilities.
5. To help students make social adjustments and develop feelings of self-esteem.
6. To help students develop knowledge and appreciation of good body mechanics.
7. To help students understand and appreciate the various sports they can enjoy as spectators.

From the opinions of experts it appears that the objectives of adaptive physical education can help children with special needs to improve the quality of life.

Adaptive physical education has special characteristics that cause the name of physical education to get additional adaptive words.

The characteristics of adaptive physical education[13], namely:

1. Adaptive Adjustment teaching program is tailored to the type and character of students. This is intended to give students the opportunity to participate safely, successfully, and get satisfaction. For example, for a wheelchair bound student who joins a normal child in playing basketball, he will participate successfully in the event if the rules imposed on wheelchair students are modified. Likewise with other activities. Therefore, adaptive physical education will be able to

help and help students understand the limitations of their physical and mental abilities.

2. The Adaptive Adjustment teaching program must be able to help and improve deformation by students. Abnormalities in children with autism can occur in body posture abnormalities, body posture and body mechanics. Therefore, the Adaptive Adjustment teaching program must be able to help students protect themselves from conditions that make their condition worse.
3. Adaptive Adult teaching programs must be able to develop and improve individual ABK abilities.

Adaptive padding refers to a progressive physical fitness program, constantly developing and training large muscles. If the adaptive physical education program can realize the above. Then adaptive physical education can help students make social adjustments and develop students' feelings of self-esteem and self-confidence. This feeling can bring students to behave and behave as subjects not as objects in their environment.

### *C. LEARNING STRATEGY IN ADAPTIVE PHYSICAL EDUCATION*

In special schools, the education provided to students with special needs is more focused on functional programs and prioritizing the talents and potential of children. For example, children who have potential in sports will be maximally developed in sports classes. In this case adaptive physical education plays an important role in meeting the needs of students with special needs. As expressed by Yosfan Azwandi (2005: 142), "Some children show good potential in certain things such as sports, music, and painting. These special needs of learners must be included in special classes so that their potential can develop optimally.

#### *1. Modified Learning Technique*

[4] argues that the factors that need to be modified and adjusted by the teacher in an effort to improve the ability of students with special needs are as follows:

##### *a. Use of Language*

Language becomes an important tool in the delivery of material carried out by teachers in each subject. It's just that not all languages can be accepted and understood by all students, especially students with special needs. Therefore, in the implementation of learning in special schools, teachers can modify the use of language and selection of simple vocabulary and the use of information sentences or commands that are not complicated in the delivery of material. This is so that learners with special needs are easier to receive and digest the material presented by the teacher.

##### *b. Creating real concepts*

Children with special needs from one another have different aspects of modification needs. Children with special needs may need to modify their place or place of play. While other children with special needs may need modifications to the tools that will be used, but maybe other than requiring modification of the place and area also requires modification of the game's rules and rules.

And so on, depending on the type of problem and the level of ability and characteristics and needs of each child.

c. Create Task Sequence

For children with special needs having difficulty processing orders from tasks given only once, the assigned task must be structured in clear steps and given singly. Modifications that teachers can make to the specific needs of students can be by giving instructions and direction on simple tasks. After students can understand what has been instructed, students can continue the next task with a more complicated level than the previous task. Stages can be carried out in more complex tasks.

d. Availability of study time

In accepting materials, understanding the material, the ability to carry out tasks, carrying out motion activities and evaluating children with special needs requires more than children in general. Therefore, more time is needed so that the learning objectives to be achieved can be fulfilled.

e. Multisensory approach

Children with special needs have difficulty receiving information and understanding the language received from the hearing senses only. An integrated approach is needed in providing integrated stimulus for all sensory possessions. So if one of the recipients of the stimulus is disturbed there is another sensor.

2. Environmental Modification Learning Technique

An environment where adaptive learning for children with special needs also requires a touch of adjustment. With the expected learning objectives can be achieved without obstacles from the limitations and special needs of students. Modifications to the learning environment are needed for creating a conducive environment.[4] reveals that there are three (3) aspects in the modification technique of the learning environment are:

a. Change Equipment and Facilities

Equipment and facilities are important facilities and infrastructure to support the learning process. For children with special needs, the equipment and facilities used are different from what is used by children in general. The equipment requires modification to support optimal learning.

b. Maximizing Maximum Space

The space in question is a gym or field. For children with special needs in general, the fields used are certainly different from those used for normal children. In terms of the size of the field to be used, the shape of the equipment and even the location that changes.

c. Avoid interference and concentration

Remembering that children with special needs are very easily indicated by environmental conditions, so that the environment used for the implementation of adaptive physical education should be avoided from all forms of interference that can interfere with the concentration of children with special needs.

3. Environmental Modification for Technical Learning Activities

Modification of learning activities is needed in the implementation of learning for children with special

needs. The goal is to create a conducive learning environment that can generate enthusiasm and student participation in the learning process. Teaching and Learning Management Physical Education Adaptive Learning is the interaction between teachers and students about material that occurs in classrooms or outside the classroom[9]. Implementation of learning generally includes three stages, namely:

a. Learning Planning Stages

Planning adaptive physical education learning requires great thinking and accuracy. Learning programs will be useful if the focus of implementation is shown on improving students' physical abilities and physical disabilities and minimizing constraints. These planning stages include:

1) Determine the goals to be achieved

The purpose of adaptive physical education is very diverse. But in every learning implementation, goals do not have to be the same. Preparation of goals to be achieved in the lesson must be prepared by an adaptive teacher.

2) Prepare the semester program

Semester program preparation is made so that teachers can be better prepared and easier in providing material to students. The basics of the learning material that has been prepared are used as a reference in making the RPP by the teacher.

3) Create lesson units

The lesson unit is one part of the teaching program that contains discussion units that will be presented in several meetings. This learning unit is similar to the Lesson Plan (RPP). The components inside are the same.[9] in his book explained that the RPP components are as follows:

a) Subject identity

Subject identity includes the education unit, class, semester, program / program of expertise, subject or subject matter, and number of semesters.

b) Competency standards

Competency standards are students' minimum ability qualifications that describe the mastery of knowledge, attitudes, and skills that are expected to be achieved in each class and / or semester on the subject.

c) Basic competence

Basic competence is a number of abilities that students must master in certain subjects as preparation for indicator reference competencies in a lesson.

d) Indicators of Achievement of Competence

Indicators of achievement of competencies can be measured and / or behavior that can be observed to demonstrate the achievement of certain basic competencies that are subject to subject assessment.

e) Learning objectives

Learning objectives describe the learning process and results that are expected to be achieved by students in accordance with basic competencies. Teaching materials The main courses contain relevant facts, concepts, principles and procedures, and are written in the form of items in accordance with the formulation of indicators of achievement of competencies. The choice of adaptive

barrier material must be adjusted to the conditions and needs of students. In providing adaptive physical education learning material, as much material as possible will be given so that students can apply learning correctly without any interference or cause injury. The material taught to children with special needs can of course vary as material given to normal children.

f) Time Allocation

Time allocation is determined according to the need for KD achievement and learning burden.

g) Learning strategies

The learning strategy used can be seen in the previous discussion, namely learning modification techniques, modification of the learning environment and modification techniques of learning activities. This technique is used in the development of adaptive education strategies.

h) Media

The media used in the implementation of adaptive physical education learning courses must be adapted to the conditions and needs of students in learning.

i) Assessment

Assessment is done to determine the extent to which student learning outcomes have been achieved. In addition, this assessment can be used to determine specific movement skills for children with special needs.

j) Source of material

The source of materials used in adaptive physical education learning activities is adapted to the conditions and needs of students.

b. Stages of Learning Implementation

The implementation of learning shows how the teacher's skills when implementing learning in class. [9] argued that the implementation of this lesson included:

1) Introduction / Beginning of learning

Introduction is the initial activity in a learning meeting that aims to generate motivation and focus students' attention to actively participate in the learning process.

2) Core Lessons

The core activity of the lesson is the learning process to achieve KD. Learning activities are interactive, inspiring, fun, challenging, motivating students to take an active role and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. This activity is carried out systematically and systemically through the process of exploration, elaboration and confirmation. Opinions are closely related to adaptive physical education, where in its implementation there needs to be attention, understanding and adjustment of the delivery of material to the conditions of students with special needs.

3) Closing / Final Learning

Closure is an activity carried out to end learning activities that can be done in the form of summaries or conclusions, assessment and reflection, feedback and follow-up.

c. Learning Evaluation Stages

Each learning program must have a learning evaluation phase. Where at the end of learning the teacher needs to do a test to see how far the changes have been achieved by students.

### III. DISCUSSION

Education is very important for the nation's children, but unfortunately not all children can get the maximum education because of their physical and mental limitations. Therefore special education is needed, which can help children with special needs to develop themselves. Adaptive and / or modification in adaptive physical education lessons is intended to facilitate students with special needs, so that students have equal opportunities to actively participate safely in fun learning activities. But in Indonesia there is a lack of special schools for children with special needs. Because it requires more funds to make this special school, not only that the availability of educators must also exist because the special needs of these children must also receive special treatment for educators who have adequate qualifications.

Adaptive physical education is seen as a means of fulfilling the unique needs of each child with special needs, and is more focused on functional programs that prioritize the talents and potential of children with special needs. For example, children who have potential in sports will be maximally developed in sports classes. so that it can be a child who can adapt in the environment and hope for children with special needs to have the opportunity to take part in a sport that might also achieve achievements.

### IV. CONCLUSIONS AND RECOMMENDATIONS

a Conclusion

Based on what has been described it can be concluded that the goal of physical education for students with special needs helps them achieve physical, mental, emotional and social growth and development that is commensurate with their potential. through a carefully designed physical education program. Adaptive Physical Education is seen as a means of fulfilling the special "special" needs of education given to children with special needs who are more focused on functional programs and prioritize the talents and potential of children.

b. Suggestion

It is expected for the reader to be able to understand the situation that occurs from our sisters who may have limitations, we who have perfect bodies can be grateful for what God has entrusted to us by caring for him, and for our brothers who have limitations especially the special needs of children we must provide support and assistance so that they can be independent and can live a decent life together.

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