



The Role of Sports Teachers and Parents in Adaptive Physical Education Learning in Children with Special Needs: Case Study

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Abstract

This study aims to determine how big the teacher's role is in the development of adaptive physical education in children with special needs. This research was conducted at SLB D/D1 YPAC Surakarta. The population and sample in this study were two sports teachers and three parents of children with special needs. Questionnaires and interviews are the sampling techniques in this study. This study uses a quantitative descriptive method. The technical steps of data analysis in this study include data reduction, data verification, and conclusion. The results of this study are that sports teachers play a bigger role than parents of children with special needs. The percentage of the role of sports teachers is 55% while the parents of students are 45%. Aspects of learning methods carried out by teachers and parents belong to a good category. Meanwhile, the aspect of learning modification carried out by sports teachers is more creative and innovative because it uses tools that can support the achievement of learning objectives. Moral support provided by sports teachers at schools to children with special needs is one of the things that children with special needs need in carrying out adaptive physical learning. In addition, the role of sports teachers in guiding and supporting children with special needs has a wider relationship than parents. Moral support provided by sports teachers at schools to children with special needs is one of the things that children with special needs need in carrying out adaptive physical learning. In addition, the role of sports teachers in guiding and supporting children with special needs has a wider relationship than parents. Moral support provided by sports teachers at schools to children with special needs is one of the things that children with special needs need in carrying out adaptive physical learning. In addition, the role of sports teachers in guiding and supporting children with special needs has a wider relationship than parents.



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INTRODUCTION

Healthy living is the right and hope of every human being, including those with special needs (disabilities). Education has a role in contributing to preparing a generation that is physically and spiritually healthy. Children with special needs have the right to participate in education to lead to a healthy generation so they are expected to be able to participate in the development as a form of nationality (Haris et al., 2021). Someone who has special needs does not mean he is in the category of physically and mentally unhealthy because physically and mentally unhealthy are not included in special needs (Darma & Rusyidi, 2015; Kim Jiu et al., 2020; Putri, 2019; Sambira & Badiyah, 2018; Zakarya et al., 2016) (Widiyanto & Galuh, 2021).

Nurhidayat et al., (2021) explains that "children with special needs are children who have significant abnormalities (physical, mental-intellectual, social and emotional)". Special education services are needed by children with special needs because they have different abilities and development compared to other children of the same age (Komarisa & Ardianingsih, 2020; Purnamasari et al., 2022; Silvana et al., 2020; Yutapratama & Syamsi, 2019; Zakarya et al., 2016). Children with special needs (CSN) always seek and expect equal opportunities and balance with those who are normal (Jariono, et al., 2021). Children with special needs have rights like other people, for example, the right to go to school and the right to receive proper treatment and services. Adaptive physical education has an important role in supporting education for children with special needs, especially related to motor development (Sari, 2020). However, there is still a lack of maximum and comprehensive implementation of adaptive physical

education functions. This is based on the fact that there are still children with special needs who are lazy to move or are bored with learning material carried out directly (Nugroho, et al. 2021; Jariono et al., 2022). In special schools or special schools, the motor skills of students with special needs can be further honed through adaptive physical education learning. Sports teachers who teach require adaptive physical methods. Sports teachers must understand the condition of children with special needs to develop the achievements of children with special needs. Sports teachers who are competent and broad-minded can guide students to develop their achievements.

In addition to the role of a sports teacher, high-achieving children come from the effects of good and right education and parenting. Parents must also know and understand the principles of educating children so that children with special needs will be successful in the future, especially in adaptive physical education. Benchmarks in caring for children with special needs have many functions including being a reference for guiding children with special needs that are different from other children. The methods taught by parents to children with special needs are hopes that can help students' academic success.

METHODS

This type of research is quantitative descriptive research. This research was taken through a survey and using a questionnaire. The purpose of this study was to find out and describe how big the role of sports teachers and parents is in the physical education of children with special needs. The objects of this research are sports teachers and parents of students with special needs who attend Special Schools (SLB) D/D1 YPAC Surakarta. The instrument of this

research is a questionnaire. The questionnaire here consists of several questions that must be filled in by the sports teacher or parents. To support a more accurate survey, interviews were also conducted with sports teachers and parents. The data analysis technique used is an interactive analysis technique. This means that the analysis technique that will be used and carried out is continuous.

Participants

In this study, the participants were 2 sports teachers and 3 parents of children with special needs from SLB D/D1 YPAC Surakarta.

Sampling Procedures

The sample in this study were all sports teachers or 2 sports teachers at SLB D/D1 YPAC Surakarta. This study also involved 3 parents of students. In this study, the total sampling technique was used by using all members of the population as samples, thus 5 samples were taken.

Materials and Apparatus

In this study, a questionnaire test used a total of 29 questions for sports teachers and parents of children with special needs. As well as each of the 10 interview questions for sports teachers and parents of children with special needs.

Procedures

The steps taken in this study were as follows: The first step of this study was a questionnaire survey of sports teachers at SLB D/D1 YPAC Surakarta. Then conducted interviews with parents of children with special needs.

1. Questionnaire Research Instrument

Questionnaire filling procedure:

- a. Prepare 2 questionnaire instruments for sports teachers and 3 sheets for parents of students

- b. Give a questionnaire to teachers and parents
- c. Provide directions for filling out a questionnaire for sports teachers and parents
- d. Sports teachers and parents filled out a questionnaire
- e. Verify the data obtained from filling out the questionnaire
- f. Make conclusions from the data obtained

2. Interview Instrument

- a. Prepare interview questions to ask PE teachers and parents
- b. Starting or opening the interview flows properly and correctly to sports teachers and parents.
- c. Perform the core process of the interview
- d. Informing from interviews that have been conducted
- e. Make conclusions from the data obtained

Design or Data Analysis

This research uses quantitative methods and the research design is descriptive. The purpose of this method and design is to describe a situation by collecting data, verifying data, and drawing conclusions. This type of research does not explain the relationship between existing variables, so there is no hypothesis testing in this study. This study intends to explain or describe a comparison between the roles of teachers and parents in adaptive physical learning for children with special needs. This study uses a questionnaire survey approach and interviews. This approach aims to interpret and compare with a certain scale size. This questionnaire survey and interview are comprehensive, which means that one day they can be used for further study if needed. Therefore, the questionnaire survey approach and interviews are often used to refine

existing research. One of the objectives of this research is also to improve existing research. Because the studies have different places and times of research implementation. Therefore, a study was conducted entitled The Role of Sports Teachers and Parents in Adaptive Physical Education Learning in Children with Special Needs.

RESULTS

This research was conducted at SLBD/D1 YPACSurakarta involving sports teachers and parents of students. This study had 5 questionnaires and interview respondents consisting of 2 sports teachers and 3 parents. The aspect of this research is adaptive physical education teaching strategies carried out by sports teachers and parents. In this case, the teaching strategy is divided into aspects of learning methods and learning modifications. This research involved 2 sports teachers and 3 parents of students with special needs. The number of samples of parents of children with special needs is greater due to strengthening the validity of this study. The following is a diagram of the respondents from this study:

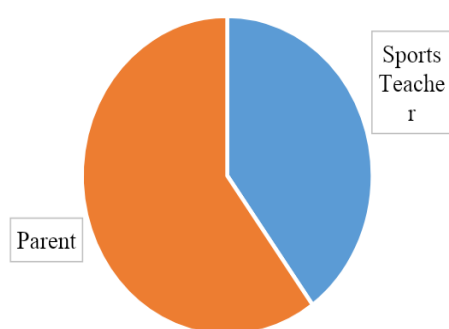


Figure 1. Respondent characteristic diagram

The characteristics of this study were dominated by parents of children with special needs compared to sports teachers. Among the 5 respondents, 40%

were sports teachers and 60% were parents.

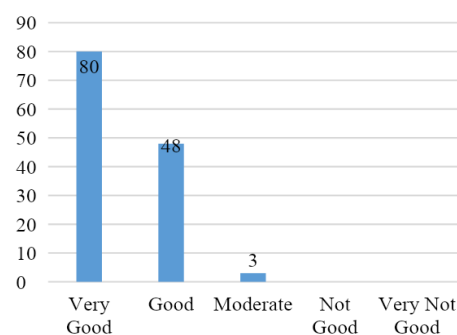


Figure 2. Graph of the Role of the Sports Teacher

Figure 2 means that the role of the sports teacher is categorized in the very good category. This is because sports teachers can fully understand the characteristics of children with special needs. The role of the sports teacher at school has also adjusted to the different needs of each child with special needs. This is the advantage of the role of the sports teacher in schools. Adaptive physical education is intended to provide opportunities for children who have physical and mental disabilities to participate in PJOK learning that is implemented in SDLB schools.

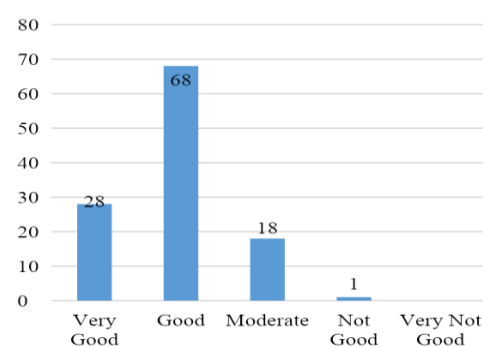


Figure 3. Graph of Parental Roles

Figure 3 means that the role of parents is categorized in a fairly good category. Because parents do not have special skills to teach adaptive physical

learning outside of school. In addition, parents are not competent in terms of adaptive physical learning modifications. Meanwhile, the sense of security and comfort created by parents can increase the enthusiasm for learning in children with special needs. The role of parents is also important because it has a broad relationship with children's achievements.

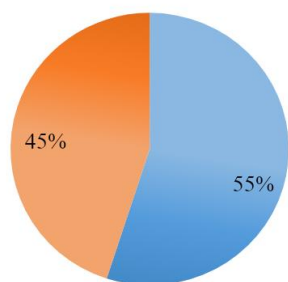


Figure 4. Diagram of the Roles of Sports Teachers and Parents

The results of this study are that the biggest role is the role of the sports teacher. Because sports teachers understand more about things that will support children with special needs to learn adaptive physical education. The percentage of the role of sports teachers in adaptive physical education is 55% while the role of parents is 45%. The results of the interviews showed that sports teachers know and understand more about children's development in adaptive physical education so sports teachers have more influence in this aspect. Parents are no less important because parents have a great influence in educating children with special needs outside of school.

DISCUSSION

The aspect of the learning method, in this case, is the learning method used to teach adaptive physical education itself. Adaptive physical education is physical education that in its

implementation can be carried out easily and can be digested properly and correctly by children with special needs. The learning method used by the sports teacher at SLB D/D1 YPAC Surakarta is included in the good category and refers to the curriculum. The learning method is adjusted to the category of needs of each student. For example, mentally retarded children who have problems with the neck, hands, or feet are taught about balance and speed exercises beforehand for athletics or sprint categories. Learning methods carried out by parents at home also include influential learning methods in the development of adaptive physical learning for children with special needs outside of school (Taufan et al., 2018). For example, parents provide moral support in teaching adaptive physical education (Widiyanto & Galuh, 2021).

The aspect of learning modification in this study is the parents of students with special needs who in their learning modify the tools around them that can support adaptive physical education learning (Danny et al., 2022). The learning modifications referred to here are the methods or steps used by sports teachers in educating children with special needs to get proper adaptive physical learning (Jariono, Sudarmanto, Kurniawan, Triadi, & Anisa, 2021). Learning modifications carried out by sports teachers at SLB D/D1 YPAC Surakarta are included in the creative and innovative category. For example, by making tools to help children with special needs do boccia sports. This tool is self-made to save costs and adapt to student needs. The positive impact of making these teaching aids is that students can easily practice adaptive physical education and are more able to develop their talents so that children with special needs can excel. The tools used by sports teachers are innovative because the teaching aids are made in such a way that

the learning objectives will be achieved. From these two aspects, the role of sports teachers and parents is very important for the growth and development of children with special needs, especially in adaptive physical education learning. What differentiates the role of sports teachers and parents is the ability to realize children's needs in adaptive physical learning. The role of the sports teacher in adaptive physical education is limited by teaching hours at school, which is only two hours of lessons each week. Meanwhile, the role of parents in adaptive physical learning to children with adaptive needs has not fully met the needs of students because parents are not competent in the aspects that must be taught. However, parents can teach exercises that lead to adaptive physical education.

The role of the sports teacher is very influential, such as when children with special needs are not carrying out activities, adaptive physical education exercises can be taught. The sports teacher will provide a sense of security and comfort to children with special needs because the sports teacher understands the abilities and capacities of the child. Do not forget too, the role of parents in supporting morally and materially influences the enthusiasm for learning of students with special needs. The role of the sports teacher is also very important for adaptive physical learning for children with special needs because sports teachers have broader knowledge about adaptive physical learning and are more competent. The role of the sports teacher can also help children with special needs channel their interests and talents in adaptive physical learning. So that,

CONCLUSION

The results of this study are that the role of sports teachers and parents is very important. However, the role of the sports teacher is 55% more influential than the role of parents by 45% because sports teachers are more competent in their field, namely adaptive physical education. Thus, the purpose of adaptive physical learning will be easily achieved if it is directly taught by the right sports teacher. The role of the sports teacher is also very important because the sports teacher has the expertise and competence in his field to guide and modify adaptive physical education teaching materials or materials for children with special needs.

The role of parents of children with special needs is categorized in the aspect of learning methods, while the role of the sports teacher is included in the category of aspects of learning modification. Learning modification here is defined as the creation of sports teachers in teaching adaptive physical education that can be easily accepted by children with special needs. While the learning method is defined as a method taught by parents to the child with different methods according to the child's needs to support his achievements at school.

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