



Available online at:

<https://ejournal.upi.edu/index.php/penjas/article/view/66588>

DOI: <https://doi.org/10.17509/jpjo.v9i1.66588>

The Implementation of Adapted Physical Education at the End of the Pandemic: A Learning Evaluation

Erick Burhaein*, Amalia Pratidina, Antika Pramesti Maharani Putri, Indah Hapsari Samudra, Luri Kusuma Wardani, Roihan Syafiq Pratama

Department of Sports Education, Faculty of Teacher Training and Education, Universitas Ma'arif Nahdlatul Ulama Kebumen, Kebumen, Indonesia

Article Info

Article History :

Received January 2024

Revised February 2024

Accepted March 2024

Available online April 2024

Keywords :

adapted physical education, children with special needs, end of pandemic, evaluation

Abstract

The prolonged pandemic period requires adaptive physical education teachers in Special Schools to do adjustments quickly to ensure that the learning process can run smoothly and learning objectives can be achieved. The purpose of this study was to analyze the implementation of adaptive physical education learning evaluation at the end of the pandemic. The research method used was the qualitative method with a phenomenological approach. The respondents were 20 active adaptive physical education teachers in Banjarnegara and Wonosobo regencies. Data collection instruments included documentation sheets, observations, and unstructured interviews. The results of this study showed that the education at the end of the Covid-19 pandemic was carried out online. The analysis of the findings is presented in 3 dimensions, namely 1) student engagement, 2) learning support, and 3) learning barriers. The evaluation used unstandardized observation rubric. It concludes that adaptive physical education learning in Special Schools during the pandemic was adjusted to the situation and conditions of the students. Cooperation between teachers and guardians is the key to a successful learning.

INTRODUCTION

Adapted physical education learning is the teaching and learning process of physical education and physical education services involving modifications of learning activities and infrastructures to know, find, and solve psychomotor problems of children with special needs aimed to help them to grow and develop optimally (Jauhari et al., 2020). The Covid-19 pandemic had affected education worldwide, including the Adapted Physical Education in special schools (Jauhari et al., 2020). During the pandemic, the problem in the learning process was arising since the learning process should shift from the face-to-face learning, before the Covid-19 pandemic, into the online learning during the Covid-19 pandemic. It caused obstacles related to infrastructures, internet quota, and signal. The coordination between teachers and students is less optimal if learning tools are not sufficient. It will lead to the emergence of student anxiety because they might find it difficult to understand the material and to do assignments during the online learning. Inclusive education and adapted physical education services are provided to all children with different characteristics, including those with special needs (Taufan et al., 2018). The online learning process was more popular and there was no choice but to be accepted during the Covid-19 pandemic. Therefore, data are needed to evaluate the adapted physical education learning statistics for students with disabilities during the Covid-19 pandemic.

The rapid transition from the face-to-face to the online teaching due to the COVID-19 pandemic provided unprecedented experiences for APE teachers, while they might had different emerging roles, demands, and expectations related to the program delivery (Kim et al., 2022). The World Health Organization (WHO) officially announced that the Covid-19 pandemic had ended on May 5, 2023 (WHO, 2023). In a statement, WHO revealed that Covid-19 is no longer a global health emergency. In Indonesia, the Covid-19 pandemic is declared an endemic disease and the determinations of the Covid-19 as a public health emergency and a national non-natural disaster are officially lifted (President Decree (KEPRES) No. 17 Year 2023 regarding the Determination of the End of the 2019 Corona Virus Disease Pandemic Status in Indonesia, 2023)

Indonesia, according to data from the Ministry of Health, experienced two large Covid-19 waves, namely

the Delta wave in June-July 2021 and the Omicron wave in early 2022 (Kemenkes RI, 2022). However, due to a high vaccination coverage rate after the Omicron variant wave, Indonesia was not experiencing a surge in new cases. In addition to Covid-19 vaccination, the Ministry of Health had also carried out a number of initiatives to reduce the increase in cases in Indonesia.

Learning evaluations for students with disability is important to measure the efficacy of the learning system applied by educators (Mahmood, 2021; Metzler & Colquitt, 2021; Purwanto et al., 2021). The Covid-19 pandemic had impacted every life aspect of students with disability in APE. The education sector had been severely affected by transmission mitigation strategies since schools were forced to rapidly change their practices from the conventional face-to-face learning to the online distance learning, including in the APE practice. The success of this shift depends on the readiness of schools to quickly deploy video conferences and mobile technologies, such as Zoom, Google Classroom, and Microsoft Teams (Burhaein et al., 2022). Some schools made this transition well, but others struggled due to a lack of main infrastructures and experiences (Marmot & Allen, 2020). As we begin to look beyond this pandemic, interactive technology infrastructures will become an increasingly important part of educational devices in APE for students with disability (Lockee, 2021).

The preliminary studies, involving observations & documentations, at special schools in Banjarnegara and Wonosobo Districts, obtained the following findings: 1) in general, the learning implementation in students with special needs was the same as in normal students; 2) the characteristics of students were different but they were not separated according to their educational level needs; 3) students were only separated based on their primary needs according to their disability (such as blind, deaf, etc) due to the lack of education personnel for students with special needs; 4) there was no document that specifically evaluated the learning implementation in schools at the post of the pandemic. The evaluation carried out by the teacher is limited to learning materials. There are no detailed aspects or dimensions related to physical education for students with special needs.

The study of the learning evaluation problem and field observations are interesting to be carried out. Therefore, the focus of this research was to conduct the

evaluation of learning at the post of the pandemic. The purpose of the study was to analyze the evaluation of physical education learning adjusted at the post pandemic conditions.

METHODS

In this study, the research used the qualitative method. Qualitative method is a study that aims to understand the phenomena experienced by research subjects, for example their behaviors, perceptions, motivations, actions, and others, holistically. Qualitative methods are generally carried out to arrange a description using words and language in a natural context and by utilizing various natural methods. Researchers chose a phenomenological approach. This approach was chosen because this research aimed to reveal an in depth subjective or phenomenological experiences experienced by participants (Creswell & Creswell, 2018).

Participants

Research participants were selected using total sampling provisions as a sampling technique involving the entire population (Etikan, 2016; Fraenkel et al., 2019). The samples of this study were 20 active adapted physical education teachers in Banjarnegara Regency and Wonosobo Regency. The identification of the key demographic characteristics of the adapted physical education teachers becoming samples of this study had been administered, including the identification of their gender (male and female), the minimum of teaching experience (5 years), the level of education (Bachelor Degree), and age (30-35 years). This research has received a permit letter (Number: 033/ORPen/UMNU.Kbm/VII/2023). Participants had filled out a consent form to involve in the study. The leaders of all participants (the principals) had given permission to APE teachers to become research participants. This approval was approved on July 10-15, 2023.

Sampling Procedures

Research participants were selected using total sampling provisions as a sampling technique involving the entire population (Etikan, 2016; Fraenkel et al., 2019). The samples of this study were 20 active adapted physical education teachers in Banjarnegara Regency and Wonosobo Regency.

Materials and Apparatus

Data collection instruments or information of this research were taken from two data sources, namely primary and secondary data sources. The first data source, the primary data, was gained using observations and interviews (Creswell & Creswell, 2018). The second data source, the secondary data, was obtained from documentation. Documentation instruments were used to provide a concrete picture of student participations in the learning process and to strengthen the data obtained.

A documentation sheet is a series of physical (administrative) files related to past events. Documents can be in the form of writing, pictures, and historical works of a person. Documentation is an activity of collecting, processing, storing, rediscovering, and disseminating a document (Fraenkel et al., 2019). The documentation sheets of this study included lesson plans, syllabus, and others (table 1). The observation sheet was prepared using a rating scale. Rating scale is a measurement scale producing raw data in the form of numbers which are then interpreted in a qualitative sense.

Procedure

The Data of this study were obtained from observations, documentations, and interviews (triangulation). Observation technique is one of the way of collecting information about objects or events that are visible or can be detected with the five senses. In an interview process, there is a tendency for the informant to give normative answers. To ensure that data collectors had captured data objectively and accurately, steps were taken to collect triangulated data. This research employed several techniques, namely collecting data, reducing data, presenting data, verifying data, and drawing data conclusions.

In conducting the interviews, the researcher was assisted by the head of the Physical Education Teacher Working Group (known as KKG PJOK) who selected and interviewed one adaptive physical education teacher. The interview data was submitted to the researcher. Interviews were used because researchers want to obtain information directly from adapted physical education teachers. The interview carried out in this study was an intensive unstructured interview aimed at obtaining in-depth qualitative data. Research data, especially interviews, were conducted by researchers assist-

ed by 4 chairmen and vice chairmen of the Physical Education Association (MGMP) who had sufficient competence to conduct an interview. Documentation is a method of collecting qualitative data by viewing or analyzing documents made by the subject or by others about the subject. Document analysis of this study included three steps, (1) identifying and collecting documents obtained during data collections, (2) re-checking its suitability to the instrument grid in data collections, (3) analysing document suitability with interview and observation data. Miles et al. (2014) propose two forms of documents that can be used as materials in documentation studies. The first includes daily documents containing diaries, personal letters, and autobiographies. The second is official document, involving an internal document and an external document.

interview data used a series of triangulation flows by writing transcripts and making comparative descriptions of data from each informant. The secondary data, in this case, were obtained from supporting documents and literature studies. Supporting documents were obtained directly from research site participants, including books, regulatory documents, activity report documents, journals or publications, images, activity documentaries, and other research-related sources. Supporting documents in this study were used as a reinforcement, support, complement, and confirmation to understand the results of primary data. Supporting documents were also expected to further clarify, strengthen, and complement the data of this study. The instrument used in this documentation technique was the documentation guide sheet.

Table 1. Unstructured Observation, Documentation, and Interview Sheet Grid

No.	Dimensions	Indicators	Items
1.	Student Engagement Dimension	<ul style="list-style-type: none"> Evaluating student interests that arise during learning Not evaluating student motivations that arise during learning 	<p>Knowing the learning interest of each student</p> <p>Reasons for not evaluating the student motivation that arises during learning</p>
2.	Learning Support Dimension	<ul style="list-style-type: none"> Evaluating supporting aspects Evaluating learning supporting aspects according to the learning plan 	<p>Reasons for evaluating supporting aspects</p> <p>Components that support the evaluation of the aspects in the lesson plan</p>
3.	Learning Barrier Dimension	<ul style="list-style-type: none"> Evaluating inhibitory aspects that arise during learning Having no obstacles in evaluating the suitability of learning barrier aspects 	<p>Reasons for evaluating inhibitory aspects in learning</p> <p>Things that support the evaluation of learning aspects</p>

Data Analysis

Data analysis process was assisted by 4 chairmen and vice chairmen of the Physical Education Association (MGMP) to ensure that the assessor had the competency to assess the observation, documentation, and interview data objectively and accurately. Data analysis in phenomenological research is carried out using a descriptive approach. The steps taken in the analysis process included collecting data, reducing data, presenting data, verifying data, and drawing data conclusions (Miles et al., 2014).

Unstructured interviews allowed researchers to gain an in depth information from participants. Data obtained from unstructured interviews were then supported by observations and documents. The analysis of

RESULT

In taking data, this study used 3 dimensions, namely Student Engagements, Learning Supports, and Learning Barriers. Each of these 3 dimensions included two indicators.

The Student Engagement Dimension

Student involvement is the emotional involvement of students with teachers, schools, and friends in learning activities at school. In this study, the student involvement was examined by observing the physical education, sports, and health learning process and by conducting interviews with adapted physical education teachers. The student engagement dimension includes two indicators explained in the following description.

Indicator 1. Evaluation of Student Interests during Learning

The evaluation of student interests emerged in adapted learning in this study was shown by the results of interviews with 2 adapted physical education (APE) teachers. APE teachers with the initials AZ conducted evaluation through observation as depicted in the following statement:

“During adapted physical education learning at the end of this pandemic, we have made observations before and during learning. We occasionally evaluate these observations to see students' interest in learning APE.”

The results of the interview are in line with the statement of the next APE Teacher. The second interview with an APE teacher initials AD explained that:

“We observe the student interest during APE learning, provide direct feedback for several students, and analyze it as an evaluation of learners. The observation of student interests was carried out without a standard rubric”

For the conclusion, in this indicator, the teacher had evaluated the student interest arising in APE learning, even though it was not accompanied by a standard observation rubric.

Indicator 2. Evaluation of Student Motivations during Learning

This indicator was shown by the results of interviews with 2 APE teachers. APE teachers with the initials JA had conducted evaluations through observation, as in the following statement:

“I have evaluated the motivation of students appearing in APE learning, but I have not used the standard motivation observation rubric in this APE learning”

The results of the interview above are in line with the statements of the next APE Teacher. The second interview with the APE teacher initials AP stated that:

“We have evaluated the motivation of students appearing in this APE learning, but we have not used the standard motivation rubric”

For the conclusion, in this indicator, the teacher had evaluated the student motivation appearing in APE learning but had not used the standard motivation ob-

servation rubric.

The Learning Support Dimension

Students, teachers, facilities, and infrastructures play an important role in the learning process. This research was carried out by observing the learning support for the physical education, sports, and health learning by conducting interviews with adapted physical education teachers. The learning support dimension involved two indicators, namely evaluating the supporting aspects of APE learning and evaluating supporting aspects in accordance with the APE learning plan.

Indicator 1. Evaluation of Supporting Aspects

The evaluation of the supporting aspects of APE learning was shown by the results of interviews with 2 APE teachers. APE teachers with the initials AA had conducted evaluations through observation as shown in the following statement:

“We have conducted supporting evaluations before and after APE learning, but we do not always use observation rubrics, the rubric is not standard”

The results of the interview are also in line with the statement of the next APE Teacher. The second interview with the APE Teacher initials AT stated that:

“I have done evaluations of aspects supporting APE learning, but I don't always use observation rubrics...”

The conclusion of this indicator is that the teacher had evaluated aspects supporting APE learning but did not always use observation rubrics, where the rubric was not standardized yet.

Indicator 2. Evaluation of Supporting Aspects according to the Learning Plan

The supporting aspects according to the learning plan indicator was shown by the results of interviews with 2 APE teachers. APE teacher with the initials ST had conducted an evaluation through observation as depicted in the following statement:

“I have conducted evaluations of supporting aspects in APE learning according to the lesson plan, and I do not always use observation rubrics, the rubric is not standard”

The results of the interview are also in line with the statement of the next APE Teacher. The second in-

terview with the APE Teacher initials TP stated that:

“We have evaluated supporting aspects of APE learning according to the lesson plan, but we do not always use observation rubrics that have been standardized or validated in evaluating this supporting aspect and sometimes still follow The 2013 Curriculum which has not been updated in the Independent Curriculum”

For the conclusion, in this indicator, the teacher had conducted occasional APE learning support evaluations in accordance with the learning plan. However, the evaluation did not always use observation rubrics or the standardized or validated rubrics. They sometimes still followed The 2013 Curriculum that had not been updated to the Independent Curriculum.

The Learning Barrier Dimension

Learning barriers are obstacles for students in thinking and understanding. In this study, the analysis was conducted to examine the difficulties experienced by students so that the student achievement improved. The learning barrier dimension included two indicators, namely evaluating the inhibiting aspects appearing in learning indicator and having no obstacles in evaluating the suitability of aspects in learning barrier indicator.

Indicator 1. Evaluation of Inhibitory Aspects in Learning

The evaluation of the inhibiting aspects appearing in learning was shown by the results of interviews with 2 APE teachers. APE teachers with the initials PT had conducted evaluation through observation as depicted in the following statement:

“I have evaluated the inhibitory aspects that arise in this learning, which occasionally fit into the APE lesson plan, but I do not always use the standard observation rubric”

The results of the interview above are also in line with the statement of the next APE Teacher. The second interview with the APE Teacher initials AN stated that:

“I have evaluated the inhibitory aspects that arise in this APE learning, which is in accordance with this learning plan and evaluation. I do not always use observation rubrics that have been standardized or validated and sometimes still follow The

2013 Curriculum that has not been updated into the Independent Curriculum.”

For the conclusion, in this indicator, the teacher had evaluated the inhibitory aspects that appear in the APE learning occasionally in accordance with the APE learning plan. The evaluation did not always use observation rubrics or the standardized or validated rubrics. They sometimes still follow the The 2013 Curriculum and has not been updated into Independent Curriculum.

Indicator 2. Constraints in Evaluating the Suitability of Aspects in Learning Barrier

This evaluation indicator was shown by the results of interviews with 2 APE teachers. APE teachers with the initials PT had conducted evaluation using observation as stated in the following statement:

“I have problems in evaluating the inhibitory aspects that arise in APE learning, although it is not like at the beginning of the pandemic.”

The first APE teacher interview is in line with the results of the interview with the second APE teacher. The second interview with the APE Teacher initials UD stated that:

“I have problems in evaluating the inhibitory aspects that arise in APE learning, although it is not like at the beginning of the pandemic. And I also do not always evaluate this inhibiting aspect by using observation rubrics or standardized or validated rubrics, and still follow The 2013 Curriculum which has not been updated into Independent Curriculum”

For the conclusion of this indicator, the teachers had obstacles in evaluating the inhibitory aspects that appear in APE learning, although it was not like at the beginning of the pandemic. The evaluation of this inhibitory aspect did not always use observation rubrics and the rubric had not been standardized or validated. They also sometimes still followed The 2013 Curriculum that had not been updated into Independent Curriculum.

DISCUSSION

The Adapted physical education learning has been modified to meet the needs of students with disabilities aimed at helping students gain benefits from healthy

physical, emotional, and social development (figure 1). In taking data, this study used 3 dimensions, namely Student Engagement, Learning Support, and Learning Barriers.

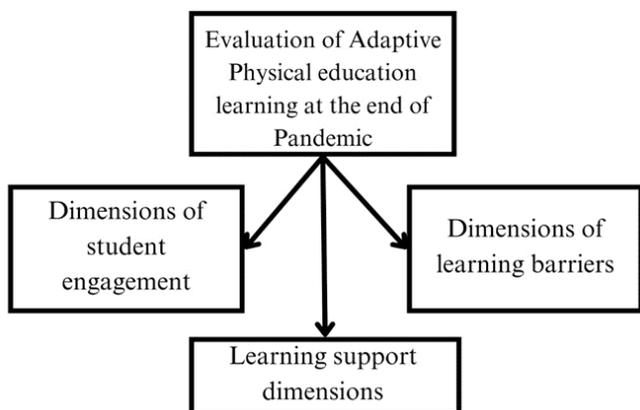


Figure 1. Learning Evaluation Dimension (Source: Primary data)

The Student Engagement Dimension

Student involvements can be seen from the student participation in a full online learning, from the beginning of learning to the end of learning. The evaluation showed efforts in evaluating student interests and motivations, but there were innovations in the use of observation rubrics that still need to be developed to ensure a comprehensive and accurate evaluation.

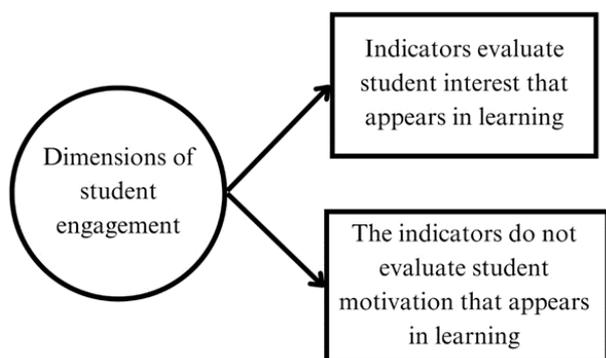


Figure 2. Indicators of the Student Engagement Dimension (Source: Primary data).

The findings related to the student engagement dimension showed that there were efforts to evaluate

the student interest and increase the student engagement in the adapted learning context during the pandemic (figure 2). The adapted physical education learning before COVID-19 was carried out face-to-face and virtually through the whatsapp group application, where physical education teachers had previously prepared the learning planning design containing physical education materials to be taught. Physical education learning in special schools has its own characteristics. The material delivered to individuals is different, because each material given is useful for improving motor skills of body parts that are disabled or have deficiencies, but the material to be given is still in accordance with the 2013 curriculum in Indonesia.

The Learning Support Dimension

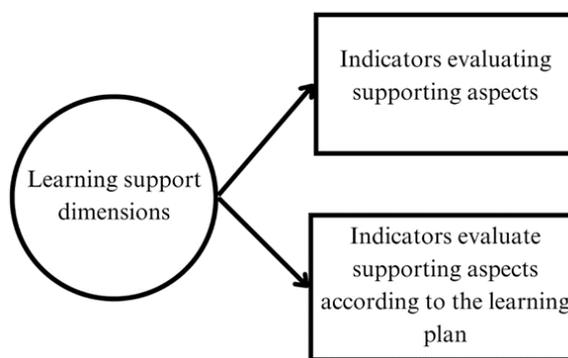


Figure 3. Indicators of the Learning Support Dimension (Source: Primary data).

Learning supports for students can be examined from supports provided to students in participating in a full online learning, from the beginning of learning to the end of learning. The findings related to the learning support dimension showed that there were efforts to evaluate APE learning supports in accordance with the learning plan. A supportive learning environment is important, including the role of teachers in improving student adaptation in PE subjects. This research found that teachers often evaluated learning supports without using standard observation rubrics, and sometimes still followed the 2012 Curriculum. This is in line with previous research showing that the use of standard observation rubrics is still not commonly done by teachers in evaluating the learning support. However, this study made a new contribution by emphasizing the im-

portance of using standard observation rubrics in the evaluation of learning support to improve the quality of learning. Thus, this research can be a reference for teachers and other researchers in developing a more effective and efficient evaluation of learning supports.

The Learning Barrier Dimension

Learning barriers can be seen from the results of evaluations in the full online learning plan, from the beginning of learning to the end of learning. With these obstacles, efforts are needed to overcome limited facilities and infrastructure, to improve the teacher competence, and to find appropriate learning evaluation methods to improve the quality of adapted physical education learning during the COVID-19 pandemic.

There are factors that can hinder the learning process, such as the lack of interest and motivation, technical obstacles, the lack of involvement, and difficulty in understanding the material. Therefore, efforts need to be made to overcome these obstacles so that the learning process can run effectively.

The evaluation did not always use observation rubrics. The rubric used had not been standardized or validated and sometimes still followed The 2013 Curriculum that had not been updated into Independent Curriculum. Using other methods can provide a comprehensive insight into the inhibitory aspects of APE learning.

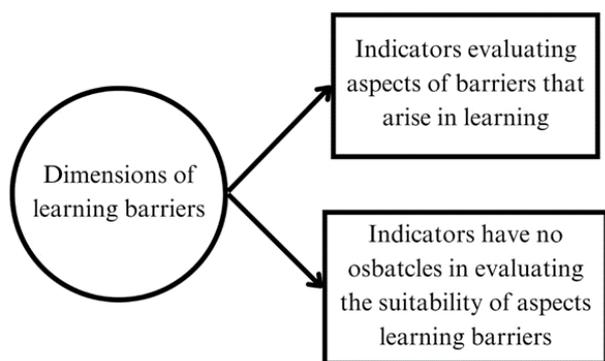


Figure 4. Indicators of the Learning Barrier Dimension (Source: Primary data).

Analysis

Based on the results of interviews, observations, and documentations with physical education teachers, the adapted physical education learning before COVID-

19 was carried out face-to-face and virtually through the whatsapp group application, where physical education teachers had previously prepared the learning planning design containing physical education materials to be taught. Physical education learning in special schools has its own characteristics. The material delivered to individuals is different, because each material given is useful for improving motor skills of body parts that are disabled or have deficiencies, but the material to be given is still in accordance with the 2013 curriculum in Indonesia. The implementation of adapted physical education learning does not fully use the 2013 curriculum, but can be adjusted to the conditions, needs, and abilities of students. Adapted training for children with special needs can be a therapy for children; some children need a behavioral therapy and recreation, because physical education not only develops knowledge and skills, but also helps students to be independent (Haegele et al., 2020). Adapted physical education learning aims to maintain physical fitness and health, to train skills, confidence, discipline, and to be a therapy. There are several stages in physical education learning carried out by the teacher. The first is the planning stage. Before learning begins, the teacher compiles a lesson plan, then provides equipment that will be used in physical education learning. At this planning stage, the teacher starts physical education learning by leading students to pray first. The next activity is checking the attendance of students, followed by a modified warm-up led by the teacher (Burhaein et al., 2023; Peng, 2020).

Post-pandemic adaptive physical education evaluation is an important process to transmit the effectiveness and success of learning methods that have been implemented during the COVID-19 pandemic (Blain et al., 2022; Diaz et al., 2024; Ghosaly et al., 2022). Here are some points that can be the basis for evaluation: (1) Infrastructure Readiness Assessment, assessing the infrastructure available to support adaptive learning, such as safe sports facilities and in accordance with health protocols. (2) Analysis of Learning Methods, providing a review of learning methods that have been used during the pandemic. (3) Availability of Learning Resources, evaluating the availability and sufficiency of learning resources to support adaptive physical learning. This includes learning materials, sports devices or assistive devices needed, and boldly accessible open materials. (4) Student Involvement, evaluating the level

of student involvement in adaptive learning. (5) Assessment of Learning Progress, reviewing student learning progress in physical, cognitive, and psychomotor aspects. The evaluation method used also needs to be evaluated whether it has provided an accurate picture of student achievement. (6) Health and Safety Evaluation, reviewing the health and safety protocols implemented during the adaptive physical learning. (7) Stakeholder Opinions, involving stakeholders, such as teachers, students, parents, and school staff in the evaluation, to provide valuable insights into their experiences during adaptive physical learning and provide input for future improvements. (8) Equity and Accessibility Monitoring, evaluating whether all students have equal access to adaptive physical education learning, including students with special needs or those who are in areas with limited access. Corrective efforts need to be made if there are inequalities or access restrictions. (9) Teacher Professional Development, evaluating whether teachers have received sufficient supports and trainings to effectively teach adaptive physical education. An advanced training and professional development may be required to improve their skills in teaching in a post-pandemic context. (10) Planning for the Future, making a follow-up plan to improve and enhance adaptive learning in the future based on the evaluation results. This can include infrastructure improvements, adjustments to learning methods, a curriculum development, and investments in teacher training.

A careful and comprehensive evaluation will help ensure that post-pandemic adaptive learning runs effectively and provides maximum benefits for students. Based on the results of interviews with physical education teachers, education during the COVID-19 pandemic was carried out online at all levels of education, from early childhood to universities, in urban and rural areas. The COVID-19 pandemic had become a challenge for educators in all subjects, including for adapted physical education teachers. Adapted physical education aims to develop cognitive, affective, and psychomotor aspects for all students. The implementation of online learning was carried out only through the WhatsApp application by creating a class group containing class teachers, physical education teachers, and students with disabilities or parents of students with disabilities. APE learning materials were only sent in class groups.

This WhatsApp application is easy to use in vari-

ous circles. Adapted learning, that is characterized by movements/practices such as throwing and catching the ball, rolling, and others, requires examples of movements in the form of visual videos, such as learning videos, animated videos, and tutorial videos. Material assignments were given using chat and voice notes arranged by physical education teachers. There are several stages for adapted physical education teachers to determine innovative learning during online learning. The first, teacher needs to know and analyze the living environment of their students through online interviews with parents. The second, teacher establishes effective learning media. The adapted physical education teachers make observations of students and arrange physical activity based on the readiness of facilities and infrastructures. The third, the teacher provides different services for students. This online adapted physical education learning is one of the keys to the success of the adapted PE learning process in special schools (Burhaein, 2022; Pramantik, 2021). In this regard, the availability of device facilities, quotas, and internet networks may not be the same among students due to different economic conditions of parents.

Based on the results of interviews with online learning teachers, there were many obstacles faced, such as parents of students not having devices, existing infrastructures, internet quotas, and limited signals in remote areas. Besides that, teachers also could not monitor the student development directly. Adapted physical education teachers must choose the right strategy in implementing an online learning by utilizing technology and maximizing the role of parents so that the learning process can run in accordance with learning objectives. In addition, if physical education teachers cannot make the right strategy in learning, learning becomes ineffective and inefficient in developing the ability of students with special needs.

The evaluation showed efforts in evaluating the student interest and motivation. Previously, there were factors that could hinder the learning process. Therefore, teachers made efforts to overcome these obstacles so that the learning process can run effectively. One of which is supporting APE learning in accordance with the lesson plan, but the evaluation of this supporting aspect did not always use standardized or validated observation rubrics and sometimes still followed The 2013 Curriculum which had not been updated into the

Independent Curriculum. Using other methods can provide a comprehensive insight into the inhibitory aspects of APE learning. This can clarify differences in results.

In this implementation, researchers are aware of the limitations and shortcomings of this study. Researchers did not directly examine the adapted physical education learning process. Researchers only used three dimensions of research to collect data. The results of the data obtained did not fully describe the actual state of the respondents. For future researchers, more research should be used so that factors affecting adapted physical education in special schools can be widely identified. The insufficient implementation can be an input to improve the implementation of adapted physical education learning in special schools so that the shortcomings and obstacles faced can be overcome properly. For the Education Office, the results of research can become evaluation materials to develop human resources (HR) through the implementation of counseling programs, trainings, and seminars on adapted physical education.

CONCLUSION

Based on the results of this research, the evaluation of physical education learning adjusted to the post pandemic included three dimensions, namely 1) the student involvement, concluding that the teacher had evaluated student motivation that appeared in APE learning but had not used a standard motivational observation rubric, 2) the learning support dimension, concluding that teachers had obstacles in evaluating the inhibiting aspects that arise in APE learning although it was not like at the beginning the post pandemic, 3) the inhibitory aspect dimension, concluding that teachers did not always use observation rubrics or the standardized and validated rubric and sometimes still followed The 2013 Curriculum that had not been updated into the Independent Curriculum.

The results of the implementation of adapted physical education in special schools can be an indication of the efficacy of the implementation of adapted physical education learning in special schools. For further research, it is suggested that the study should conduct in-depth studies, especially on the learning support dimension.

CONFLICT OF INTEREST

The authors declared no conflict of interest.

REFERENCES

- Auxter. at. al. (2001). *Principles and Methods of Adapted Physical Education and Recreation*. New York. Mc. Graw-Hill.
- Burhaein, E. (2022). Is There Student Anxiety in Physical Education Learning during the COVID-19 Pandemic in Indonesia? *JUMORA J. Moderasi Olahraga*, 2(1).
- Burhaein, E., Phytanza, D. T. P., Lourenço, C. C. V., Abror, M., & Setiawan, A. (2023). Adapted Physical Education for Autism Spectrum Disorder: A Bibliography Analysis in Publication 2001-2023. *International Journal of Disabilities Sports and Health Sciences*, 6(3), 364–372.
- Burhaein, E., Tarigan, B., Budiana, D., Hendrayana, Y., & Phytanza, D. T. P. (2022). Profile of changes in adapted physical education learning during the Covid-19 pandemic. In I. Maureen, E. Imah, S. Savira, S. Anam, M. Mael, & L. Hartanti (Eds.), *Innovation on Education and Social Sciences* (1st ed., pp. 19–28). Routledge.
- Burhaein, E., Tarigan, B., Budiana, D., Hendrayana, Y., Phytanza, D. T. P., Lourenço, C., Permana, D., & Nuruldani, G. (2021). Dimensions in The Learning Implementation and Strategies of Adapted Physical Education for Children with Special Needs During The Covid-19 Pandemic: A Literature Review & Grounded Theory. *Sport Science*, 15(1).
- Burhaein, E., Tarigan, B., & Phytanza, D. T. P. (2020). The experiences and understandings of the K-13 curriculum implementation of Indonesian teachers of adapted physical education (APE). *International Sports Studies*, 42.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1.
- Fraenkel, J., Wallen, N., & Hyun, H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill Humanities/Social Sciences/Languages.
- Haegele, J., Hodge, S., & Shapiro, D. (2020). *Handbook of Adapted Physical Education*. Routledge.
- Jauhari, M. N., Mambela, S., & Zakiah, Z. (2020). Dampak Pandemi Covid-19 Terhadap Pelaksanaan Pembelajaran Penjas Adaptif di Sekolah Luar Biasa. *STAND: Journal Sports Teaching and Development*, 1(1), 63–70.
- Kemenkes RI. (2022, August 4). All About Omicron. *Kemenkes RI Dirjen Pelayanan Kesehatan*. KEPPRES RI No 17, Pub. L. No. 17, Penetapan Be-

- rakhirnya Status Pandemi Corona Virus Disease 2019 (Covid-19) di Indonesia (2023).
- Lockee, B. B. (2021). Online education in the post-COVID era. *Nature Electronics*, 4(1), 5–6.
- Mahmood, S. (2021). Instructional Strategies for Online Teaching in COVID-19 Pandemic. *Human Behavior and Emerging Technologies*, 3(1), 199–203.
- Marmot, M., & Allen, J. (2020). COVID-19: exposing and amplifying inequalities. *Journal of Epidemiology and Community Health*, jech-2020-214720.
- Metzler, M., & Colquitt, G. (2021). *Instructional Models for Physical Education*. Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publication.
- Peng, X. (2020). Adapted physical education an sport: research on education of physical rehabilitation for special children. *Educational Review*, 72(2), 262–262.
- Pramantik, I. A. D. (2021). Optimization of Gobak Sodor Based Neuroscience Learning Game as Character Education in Intellectual Disabilities. *JUMORA: Jurnal Moderasi Olahraga*, 1, 63–74.
- Purwanto, P., Nopembri, S., Burhaein, E., & Phytanza, D. T. P. (2021). Evaluation of the venue management program of the national sports week (PON) XVII of Riau Province, Indonesia. *Sport Science*, 15 (1), 86–96.
- Taufan, J., Ardisal, A., Damri, D., & Arise, A. (2018). Pelaksanaan Pembelajaran Pendidikan Jasmani Adaptif bagi Anak dengan Hambatan Fisik dan Motorik. *Jurnal Pendidikan Kebutuhan Khusus*, 2(2), 19.
- WHO. (2023, May 5). Statement on the fifteenth meeting of the IHR (2005) Emergency Committee on the COVID-19 pandemic.