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## **Adaptive Physical Education Learning in Special Needs Schools during The Pandemic**

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### **Abstract**

Adaptive Physical Education learning during the pandemic, in general, still has several problems requiring a solution. One of the most important issues is that the teaching material used by teachers no longer meets the pandemic conditions. Children with special needs cannot learn according to the rules that have been carried out before. Some of the obstacles occurred in the field are caused by the existed learning facilities and infrastructure that do not support teachers in conducting Physical Education learning. Therefore, the research was carried out to explain the implementation of Adaptive Physical Education learning in Special Need Schools in the current pandemic. This research used quantitative descriptive with survey method to gain the latest data about Physical Education learning. The data were directly taken from 20 Special Need School teachers in Bandar Lampung City. The finding concluded that the implementation of Adaptive Physical Education learning in Special Need Schools in Bandar Lampung was in the good category, reaching a percentage of 40%. However, it is important for the teachers to create new innovations to provide more interesting learning for students with special needs in Special Need Schools.

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## INTRODUCTION

The influence of Physical Education on physical development and the growth and development on other aspects of human beings is what makes it unique to learn (Taufan et al., 2018). Education using structured physical activity aims to develop and improve individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the national education system framework (Usman, 2019). Physical Education is an integral part of the overall teaching process, because physical activity is a major part of the physical learning process. Psychologically, Physical Education is important for the development and progress of students, hence learning Physical Education is vital.

Educating children with special needs is important because their intelligence might be different with other children. Children with special needs require courses, educators, and special infrastructure facilities that are suitable for the nature of the child's disability. Adaptive learning for children with special needs must be designed through classroom management, planning, and services that meet student learning needs. Adaptive sports still face several obstacles, including the lack of facilities and infrastructure to support the physical learning process (Melinda, 2013). The implementation of adaptive sports still associates various types of student disabilities, while some teachers still do not know which materials to be used according to the needs of children with disabilities. This is because the teacher background is not in Physical Education, which makes the conducted Physical Education unsuitable for children with special needs.

Children with special needs should receive the same education and learning rights as normal children at all levels of education (Tarigan, 2008). Children with special needs are the same as other

children. They require a impeccable supervision, care, and nurture, so that children with special needs can become independent human beings without depending on the help of others. In schools that provide inclusive education, some students face various obstacles, including vision, hearing, movement, communication, attention, emotion, behavior, and social interaction (Taufan et al., 2018). Children with special needs are deserved for a decent life and harmonious growth and development. For this reason, they need education and leadership to become mature human beings and citizens who can participate in the development of the country in the local population and the proportion of children and adolescents who have additional problems, especially learning difficulties and physical disabilities (Swiderska et al., 2010).

At the end of 2019, precisely on 31 December 2019, WHO, the World Health Organization, announced the emergence of pneumonia cases with unknown etiology detected in the city of Wuhan, China (Lee, 2020). According to the letter of the Secretary General of the Ministry of Education and Culture No. 15 of 2020, the purpose of implementing learning from home during the Covid-19 pandemic emergency is to ensure that students' rights are fulfilled. Education belongs to the service during the Covid-19 pandemic (Lase et al., 2020). Learn from home is aimed to protect the people in educational institutions from the adverse effects of Covid-19, prevent transmission and spread of Covid-19 in the educational environment, and provide psychological support to teachers, students, and parents/guardians (Rahmat, 2021). Teachers are required to be creative and innovative during the pandemic, so that the subject matter can still be delivered properly. Physical Education teachers, who usually teach directly, surely experience obstacles due to

inability to meet the students face to face, which becomes a serious problem for Physical Education teachers teaching at special need schools since they have to educate children with special needs during the pandemic. Furthermore, some Physical Education teachers do not carry out learning from home due to the lack of teacher knowledge in using zoom meetings, google meet, and other learning applications, which is due to a lack of training for special need school teachers to use technology-based educational applications. Physical education for children with special needs is different from general Physical Education. This is due to the fact that, in children with special needs, Physical Education is based on the practice of developing physical activity. Differences in the education of children with special needs and other children can be seen in the educational goals achieved, modification of teaching materials, infrastructure, and learning assessments.

In the inclusive education context, Physical Education services are provided to all children with different characteristics, including those with special needs (Taufan et al., 2018). Any attempt to understand current and future trends in education for students with special needs should consider the decisions of the parents. These decisions are shaped and influenced by a system in which policy and rhetoric suggest that parents can choose from a variety of options ranging from full mainstream inclusion through the provision of special schools (Byrne, 2011). A further question raised by the findings in the literature is the extent to which parents consider the followings in relation to what public schools offer: the level of support their child will receive; the child's ability to cope in large classes; and the ability of teachers to meet the children needs (O'Connor, 2006; Palmer et al., 2001).

The demand for the shift of existing face-to-face classes into online classes is not a temporary phenomenon in the field of education. Due to the increasing interest and acceptance of online classes, teachers are demanded to design online classes (Chiasson et al., 2015). The study has been carried out by (Yu & Jee, 2021). The study analyzed the effectiveness of online practice classes in Physical Education during the COVID-19 pandemic. (Fazleeva et al., 2021), in their article, presented distance Physical Education learning as a catalyst to increase students' adaptability during the COVID-19 pandemic considering the transition to distance learning. The studied students, from Kazan Federal University, engaged in online Physical Education classes and did self-study by keeping a self-monitoring diary to track the dynamics of psycho-emotional changes, functional state, and physical fitness. The article of (Jauhari et al., 2020) states that the Covid-19 Pandemic had impacts on the implementation of adaptive Physical Education learning in special need schools. Adaptive Physical Education teachers experience obstacles in carrying out learning for children with special needs during the implementation of adaptive Physical Education programs due to inadequate infrastructure and accessibility.

## METHOD

Population of the study were 20 teachers in special need schools in Bandar Lampung city. After all data were obtained, the next step was analyzing the data to draw a conclusion. The data analysis of this study used descriptive quantitative data analysis techniques. Descriptive statistical calculations used percentage because it belonged to descriptive statistics, including data presentation through tables, graphic diagrams, symbols, medium calculations, modes, medians, decile calculations, percen-

tiles, calculations, standard deviations, and percentages (Sugiyono, 2009).

To clarify the analysis process, categorization was carried out. The category consisted of five criteria, including very good, good, fair, insufficient, and poor. The basis for determining this capability was the consistency in the research. Classification used mean and standard deviation. According to (Azwar, 2010), to determine the assessment criteria, the Reference Assessment Standard on a modified scale could be used by following these steps.

**Table 1.** Categories

No	Interval	Category
1	Very Good	$X > M + 1,5 \text{ SD}$
2	Good	$M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$
3	Fair	$M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$
4	Insufficient	$M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$
5	Poor	$X \leq M - 1,5 \text{ SD}$

**Table 1.** became the basis for the assessment in determining the Physical Education learning during the pandemic at Special Need Schools in the Bandar Lampung City.

**RESULT**

The gained information will be explained fully or based on the main factors in adaptive Physical Education learning at special need schools during the pandemic. In this research, as a survey study in the field, the future implementation after conducting the research and the results were obtained.

The results of the study obtained a maximum value of 28 and a minimum value of 22. The mean value obtained was 25.90, while the standard deviation was 2.13. Some of the assessment factors included teacher competence, learning objectives, teaching materials, and

infrastructure.

**Table 2.** Normative categorization of the implementation of adaptive Physical Education learning at Special Need Schools

Interval	Range	Category
$X > M + 1,5 \text{ SD}$	$X > 29,10$	Very Good
$M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$	$26,97 < X \leq 29,10$	Good
$M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$	$24,83 < X \leq 26,97$	Fair
$M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$	$22,70 < X \leq 24,83$	Insufficient
$X \leq M - 1,5 \text{ SD}$	$X \leq 22,70$	Poor

Referring to this categorization, the distribution of adaptive Physical Education learning in special need schools in Bandar Lampung City during the pandemic can be categorized. The general factors taken from respondents' responses are presented in the **Table 3.**

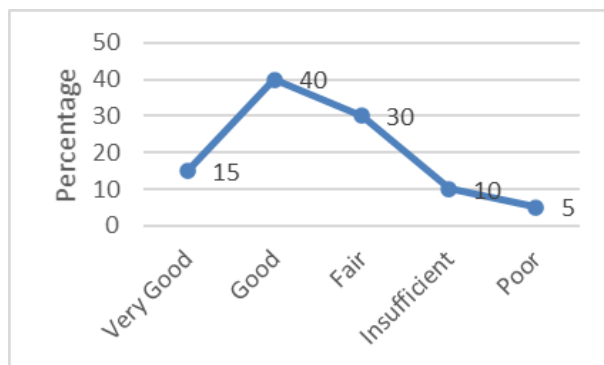
**Table 3.** Distribution of the frequency of adaptive Physical Education learning implementation in special need schools

Interval	Category	Frequency	Percentage
$X > 29,10$	Very Good	3	15%
$26,97 < X \leq 29,10$	Good	8	40%
$24,83 < X \leq 26,97$	Fair	6	30%
$22,70 < X \leq 24,83$	Insufficient	2	10%
$X \leq 22,70$	Poor	1	5%
<b>Total</b>		20	100%

**Table 3** shows the implementation of adaptive Physical Education learning at special need schools in Bandar Lampung City during the pandemic period based on general factors. A total of 3 respondents or 15% of Adaptive Physical Education studied during the Covid-19 pandemic period were in the very good category. No less

than 8 respondents (40%) of the adaptive Physical Education implementation during the COVID-19 pandemic period were in the good category, while 6 respondents (30%) were in fair category. Furthermore, 2 respondents (10%) were in insufficient category and 1 (5%) were in poor category. Most of the respondent data were laid at interval 26.97 & lt; X 29.10. It concludes that the implementation of adaptive Physical Education learning in special need schools in Bandar Lampung City during the COVID-19 pandemic was mostly in the good category.

The results shown in **Figure 1** explain that, in terms of learning aspects, the adaptive Physical Education during the pandemic is good. However, improvements need to be made because Physical Education learning should consider the need of the students with special needs. These students with special needs have different characteristics. Good emotional approach is needed to provide learning in a simpler way and to be accepted by students.



**Figure 1.** Percentage of the adaptive Physical Education learning implementation based on all factors

Adaptive Physical Education, related to the teacher competence factor, has generally met the requirements to provide learning with teaching materials. However, new innovations are needed for teachers to provide interesting learning. Of course, it should also be supported by adequate facili-

ties and infrastructure to provide learning for students with special needs. In general, when researchers conducted a direct survey at special need school in Bandar Lampung City, some teaching equipment was already owned by the school for teaching. In addition, Physical Education teachers also creatively created learning facilities that made it easier for students with special needs to learn. However, it is necessary to add more facilities to replace the existing equipment later.

Moreover, the internet network factor became a constrain of the implementation of adaptive Physical Education during this pandemic. The teachers also need online learning assistance due to the lack of training for Physical Education teachers to conduct online Physical Education teaching. Parents must also contribute to helping teachers by creating synergy between teachers and parents for the development of students with special needs who also deserve the same education.

Physical Education for children with special needs is different from general Physical Education for children, because adaptive Physical Education should be based on the practice of developing physical activity in students with special needs. The education of students with special needs has significant differences in terms of the educational goals, modification of teaching materials, infrastructure, and student learning assessments.

## DISCUSSION

During the COVID-19 pandemic, Physical Education teachers at special need schools have their own way of implementing adaptive Physical Education learning (Jauhari et al., 2020). Adaptive Physical Education is Physical Education that is modified based on the characteristics of children with special needs to develop movement activities (Fefrian, Mardhika,

Santika, & Sumardi, 2020)

Physical Education during the pandemic has given significant changes so that teachers must be able to create innovations in classroom learning. Physical activity is a powerful means of restoring the mental and physical strength of students and optimizing complex multi-factor adaptation processes, not only for the learning activity conditions, but also for life in general (Grutsyak & Grutsyak, 2010; Noraseela et al., 2016; Pavlov, 2001; Vasenkov & Fazleeva, 2013).

Teachers are also able to use technology to face the changes in the learning system and ready to apply it. Conceptually, learning can take place in a virtual classroom, or in the sense that virtual learning has the potential that is not easy to improve its quality (Wicaksono & Utama, 2020). However, online learning provides convenience and efficiency in teaching Physical Education, provides distance learning through the use of platforms and other applications, and allows Physical Education to be carried out online (Mujiono, 2021). In online learning, in some cases, programs are determined by the proportion of courses delivered face-to-face compared to courses delivered online. There are many variations of terminology to describe online educational implementation, such as 'e-Learning, online learning, hybrid learning, blended learning, distance learning, and distance education' (Jowsey et al., 2020; Murphy, 2020). Since teacher-student interaction is important for individual development in the education and training process, teachers must be addressed not only in the knowledge aspect, but also in training supported by tools required by age to continually improve themselves and their environment, to see, and to evaluate facts and events around them in different ways

(Kırbaş, 2020).

## CONCLUSION

Adaptive Physical Education learning in Bandar Lampung City has been carried out online. However, there are still obstacles, including difficulties in connecting to the internet network, the lack of parent assistance in adaptive Physical Education learning, and the lack of teacher ability to modify learning methods during the Covid-19 pandemic, so that learning became less effective, especially for children with special needs. For this reason, it is should be a concern to provide training for teachers to enable them to modify interesting adaptive Physical Education learning.

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