

Survey Of Physical Education Learning Models Based On Games For Children With Special Needs At Pandemy Covid-19

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Abstract. The purpose of this study was to determine of the Physical Education teachers have implemented Physical Education Learning Model Based on Game for Children with Special Needs. The sample of the study was all physical education teachers in Indonesia, both those who teach in public and private schools, because this survey is open to all Physical Education teachers. This study uses the google form application which is distributed to Physical Education teachers. The results of the survey carried out were 56.8% of teachers actively involved students with special needs, 36.4% of teachers had modified learning for students with special needs, 58.1% of teachers stated that students who were given modified learning felt excited, and 63.6% of teachers stated that students who were given modified learning felt happy. From the data obtained, it is stated that there are still many teachers who have not modified physical education learning for children with special needs.

Keywords: Physical education and children with special needs.

INTRODUCTION

Physical education includes subjects in school as a medium that encourages motor development, physical abilities, knowledge of reasoning, appreciation of values (attitude, mental, emotional, spiritual, social), helps students understand why humans move and how to move safely, efficiently, effective so as to appreciate the benefits of physical activity for improving the quality of life and habituation to a healthy lifestyle which leads to stimulating balanced growth and development.

The learning process of physical education, sports and health in schools does not direct students to master one particular sport, but rather prioritizes the process of student motor development. In practice, students are given the opportunity to carry out meaningful learning activities that allow students to develop the concept of motion and can increase their ability and confidence in displaying various kinds of motion (locomotor, non-locomotor and manipulative). The activities shown are to help them understand and realize the importance of the concept of physical fitness and its contribution to a healthy lifestyle. Learning is more oriented to the needs of students as students and not as objects of students. Teachers are expected to always

plan activities that can encourage children to have many opportunities to work together with friends so that they can help students develop positive personal concepts.

Adaptive physical education is an educational process through movement activities for the rate of growth and development both physically and psychologically in order to optimize all potential abilities, physical skills that are adjusted to children's abilities and limitations, intelligence, physical fitness, social, cultural, emotional, and a sense of beauty. in order to achieve the goal of education, namely the formation of a whole human being. It can be said that adaptive physical education is a learning program in meeting children's psychomotor needs designed in such a way as to the child's uniqueness.

Who are the participants in adaptive physical education? We need to identify and categorize them according to the abilities and characteristics of the child. Because the teaching principle of adaptive physical education is teaching that is tailored to the characteristics of students.

According to IDEA ([http:// en. Wikipedia.org/ wiki / Adapted Physical Education](http://en.Wikipedia.org/wiki/Adapted_Physical_Education), 2009) children who must receive adaptive physical education services are as follows:

- a. Autistic Students
- b. Students with visual impairments (blind)
- c. Students with experience hearing and communication barriers (Deaf)
- d. Students with experience emotional barriers (Tunalaras)
- e. Students with intellectual disabilities
- f. Students with experience physical barriers (disabled)
- g. Students with have learning disabilities (LD)
- h. And students who have other obstacles such as epilepsy, HIV, ADD and ADHD, Asthma, Leukemia and so on.

METHODS

This research is a survey type of research that aims to reveal of physical education teachers have used physical education learning model based on game for students with special needs.

The variable in this study is the development of physical education learning model based on game for children with special needs. While the object of research is the physical education teacher.

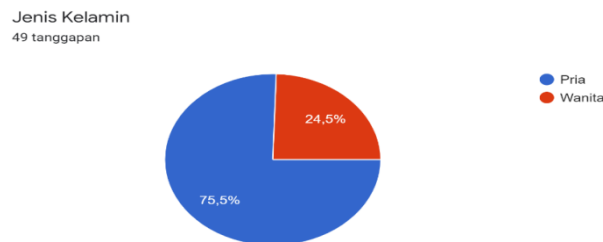
The sample in this study were all physical education teachers who had filled out a random questionnaire that had been given via google form.

The method used in data collection is to record the results of questionnaires that have been distributed via google form. This questionnaire is open in nature, so anyone can fill out the questionnaire, as long as it is in accordance with the criteria given. The results from filling out the questionnaire are accumulated in the form of percent.

The form of the data in this study is the form of numbers, namely data from the results of filling out a questionnaire by the Physical Education teacher. Data is in the form of numbers and the total number of Physical Education teachers who answered the questions in the questionnaire given with Yes and No answers, which were changed in the form of percent.

RESULTS

Gender



Respondents was 49 people from all over Indonesia, because this survey was conducted with an online model via google form, so this questionnaire is open to anyone who fits the criteria desired by the researcher. Of the 49 respondents, 37 people or 75.5% were male and 12 people or 24.5% were female.

Students with Special Needs



The second question is, are there any children in your school with special needs? Of the 49 respondents, 29 schools or 59.2% of schools had students with special needs and 20 schools or 40.8% of schools had no students with special needs.

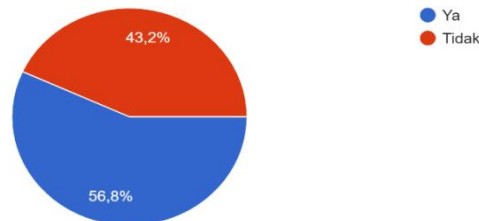
Teaching Students with Special Needs



The third question is, have you ever taught this child with special needs? Of the 49 respondents, 28 teachers or 57.1% of teachers had taught students with special needs and 21 schools or 42.9% of teachers had never taught students with special needs.

Actively involving students with special needs

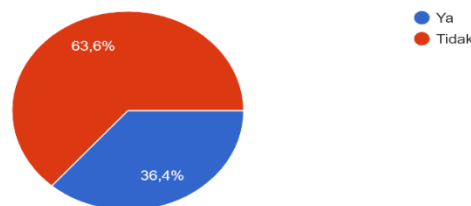
10. Pernahkah Bapak/Ibu melibatkan mereka dalam pembelajaran Penjaskes secara aktif?
44 tanggapan



Question 4 is Have you ever involved children with special needs in physical education learning actively? Of the 44 respondents, 25 teachers or 56.8% of teachers actively involved students with special needs and 19 teachers or 43.2% of teachers never actively involved students with special needs.

Game-based physical education learning

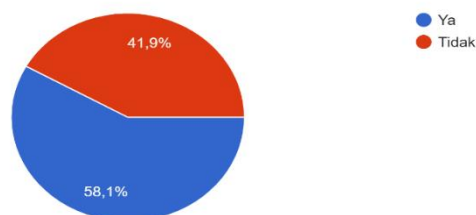
12. Pernahkah Bapak/Ibu mencoba untuk memodifikasi pembelajaran khusus bagi ABK?
44 tanggapan



The fifth question is, have you ever tried to modify special physical education learning for children with special needs? Here the researcher uses the word modification, a word commonly used by physical education teachers. Modifications can be made to the tools or to the rules of the game so that the physical education provided is in the form of fun games for students with special needs. Of the 44 respondents, 16 teachers or 36.4% of teachers had modified learning for students with special needs and 28 school teachers or 63.6% of teachers had never modified learning.

Enthusiastic

18. Apakah mereka lebih bersemangat?
43 tanggapan

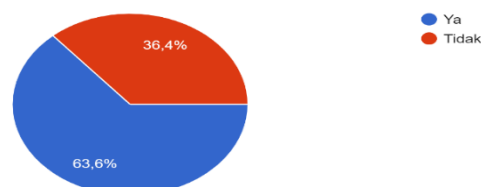


The 6th question is children with special needs are more enthusiastic in participating in the game-based Physical Education learning carried out by the

teacher? Of the 43 respondents, 25 teachers or 58.1% of teachers stated that students who were given modified learning felt excited and 18 school teachers or 41.9% stated that students who were given modified learning felt uninspired.

Be Happy

19. Apakah mereka gembira?
44 tanggapan



The 7th question is do children with special needs feel happy if the Based game physical education learnings is carried out by Physical Education teachers? Of the 44 respondents, 28 teachers or 63.6% of teachers stated that students who were given modified learning felt happy and 16 school teachers or 36.4% stated that students who were given modified learning felt unhappy. The data above states that 63.6% of students with special needs feel joy in the games they play

DISCUSSION

Children with special needs have the right to physical education that can accommodate the obstacles and needs they have. Therefore, physical education learning becomes more complex for physical education teachers in striving that all children's needs for movement can be met and can increase their potential optimally. In fact, not all children with special needs get physical education services according to their needs or obstacles, because not all physical education teachers understand and know the services that must be provided to children with special needs.

Children with special needs have problems in sensory, motor, learning, and behavior. All of this results in disruption of the child's physical development. This is because most children with special needs experience obstacles in responding to stimuli provided by the environment to carry out motion, imitate motion and some are physically disturbed so that they cannot carry out directed movements correctly.

The statement above illustrates the importance of movement in the development of an individual, if an individual has good mobility, his physical development will be good too. That way movement has other functions for children with special needs, namely helping physical development, training to respond to stimuli from the environment and getting the movement used to be directed properly. In other words, doing movements for children with special needs is the same as education their fine and gross motoric skills to reduce their movement barriers. In addition, motion can also be used as a medium to obtain information or knowledge from the environment. Therefore physical education for children with special needs is very important, even though the programs provided must be

adjusted to the needs and obstacles of children with special needs themselves so that the results can be optimal. If the learning program provided by the teacher is not oriented to the needs and obstacles of children with special needs, it is feared that the physical development of children with special needs will not develop properly and could even become a new problem for anyone.

Planning and implementing physical education programs for students with special needs, requires high enough and rational thought and accuracy. The learning program will be successful if the focus of activities is aimed at improving the level of physical abilities and physical disabilities of students and minimizing the obstacles faced in their lives.

In general, physical education learning materials for students with special needs are the same as other student learning materials. However, what distinguishes it is the different learning strategies and models that are adapted to the type and level of disability. This means that the types of sports activities contained in the curriculum can be provided with various adjustments.

CONCLUSION

The results of the survey conducted were 56.8% of physical education teachers actively involved students with special needs, 36.4% of teachers had conducted physical education learning for students with game-based special needs, 58.1% of teachers stated that students were given physical education learning for the rest of the game-based special needs they feel excited, and 63.6% of the Physical Education teachers stated that students who were given Physical Education learning for students with game-based special needs felt happy. From the data obtained, it is stated that there are still many teachers who have not learned physical education for children with special needs.

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