

INCLUSIVE PHYSICAL EDUCATION LEARNING IN YOGYAKARTA HIGH SCHOOL

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ABSTRACT

Education in various countries pays more attention to inclusive education, including in Indonesia. Inclusive education in Indonesia is regulated in Permendiknas No. 70/2009. One example of a policy based on this regulation is the policy of the Yogyakarta Special Region Youth and Sports Education Office which allows regular senior high schools to accept students with special needs. The inclusive school policy provides changes to school management, including the process of teaching and learning activities for physical education. Physical Education teachers are required to be able to manage the class optimally according to the conditions of regular students and students with special needs. This study aims to determine the description of the implementation of physical education learning in inclusive classes in high schools in the city of Yogyakarta.

The method in this research is descriptive qualitative. The approach used is a phenomenological approach. The research subject is a high school physical education teacher in the city of Yogyakarta who has taught students with special needs. Data collection was done by interview based on interview guidelines. The data were analyzed by interactive data analysis technique which consisted of several activities, namely data collection, data presentation, data reduction and verification or conclusion.

This study reveals the conditions of adaptive physical education learning in the inclusive class. 1) It is illustrated that not all physical education teachers who teach inclusive classes have an adaptive physical education background. Inclusive school policies provide challenges for physical education teachers to improve competencies related to adaptive physical education. 2) The implementation of adaptive physical education learning is carried out in various ways according to the needs of students with special needs. The teacher modifies the learning process from class management, equipment, and assessment. 3) Companion teachers are important as a support force in physical education learning in inclusive classes. Companion teachers are needed for teachers to help class management, so that students can get more attention in physical education activities.

Kata Kunci: Learning, Physical Education, Inclusion, High School