

The Experience and Meaning of Teaching Inclusive Physical Education: A Phenomenological Study

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ABSTRACT

The current research aimed at investigating physical education teachers' experiences in practicing inclusive physical education and the meaning they attached to those experiences. The approach used in this research was a phenomenological study. A number of 12 physical education teachers participated in in-depth interviews and photo elicitation interviews. Verbatim transcripts were obtained from all interviews for subsequent analysis. Using the tenets of phenomenological study, analysis included horizontalization, textural and structural descriptions, and the essence of the phenomena. The analysis process yielded four themes of teachers' experiences including (1) the roles of background knowledge and skills, (2) teaching various types of disabilities, (3) inclusive pedagogy approaches, (3) facilitators and barriers to teaching inclusive physical education. The meaning of the experiences emerged from the data as the meaning of inclusion, inclusive physical education, and inclusive physical education teaching. It concluded that a phenomenological approach describes the experiences and meaning of teaching physical education in mainstream schools.

Kata Kunci: *phenomenological study, teaching experiences, inclusive physical education*