

Obstacles for Sport and Physical Education Teachers in Handling Special-Needs Students

(A Study Case at Elementary School for Inclusive Education in Banda Aceh)

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Abstract: Inclusive education is education held in regular schools that provide educational services to each student, without discriminating between special-needs students and non-disabled students. The education provides opportunities for special-needs students to attend education together with other students in general. Sport and Physical Education is a study taught to special-needs students. Thus, Sport and Physical Education teachers are required to be able to handle special-needs students in the learning process. However, the current conditions were still many obstacles faced by Sport and Physical Education teachers regarding the implementation of inclusive education. Related to these problems, this study aims to determine the obstacles and handling of Sport and Physical Education teachers in dealing with special-needs students in elementary schools which providing inclusive education in Banda Aceh. This study uses descriptive qualitative research and data collection techniques uses observation and interviews. The sample of this study were Twenty-seven of Sport and Physical Education teachers in eighteen inclusive elementary schools in Banda Aceh. The data obtained were analyzed by means of data reduction, data presentation and conclusion drawing. The results showed that (1) the problems of Sport and Physical Education teachers in learning were learning tools that were not yet suitable, special tools and media that were not supportive, the unavailability of special assistant teachers and shadow teachers, lack of learning achievement, and delivery of material which was obstructed; (2) handling of problems in the learning approach, finding appropriate strategies to achieve learning objectives for special-needs students includes utilizing peers in learning, group learning, and designing learning that innovates.

Keywords: Obstacles, Sport and Physical Education Teachers, Special-Needs Students

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I. Introduction

Inclusive education is the organization of education that provides opportunities for all students who have disabilities to attend education together with non-disabled (Ministry of National Education Regulation, Number 70 Year 2009). Therefore, teachers in inclusive schools are required to have knowledge and skills about the concept of inclusive education in order to be able to provide quality educational services according to the needs and abilities of students. In this case the teacher needs to improve professionally and practice his pedagogical competence in order to be able to carry out his duties as an educator of an inclusive education unit.

In Indonesia, inclusive education has actually been initiated since 1986 but, in a slightly different form. The education system was originally called integrated education and was legalized by Ministry of Education and Culture Decree No. 002 / U / 1986 Regarding the Implementation of Integrated Education in Indonesia. In integrated education children with disabilities are also placed in public schools, however, they must adjust to the public school system. Thus, they must be made ready to be integrated into public schools.

Inclusive education is also carried out in Aceh, in accordance with the Decree of the Governor of Aceh Number 92 Year 2012 concerning the implementation of inclusive education. In section (4) article (1) which reads that "Regency or City Governments make at least one TK / RA institution, one SD / MI, and one SMP / MTSN in each sub-district and one SMA / MA / SMK / MAK to provide inclusive education that thanks buyers".

With the existence of these regulations and qanun, the Aceh Provincial Education and Culture Office gives instructions to Department of Education in Aceh to provide inclusive education in every regular school.

Schools that have implemented inclusive education must accept special-needs students to obtain educational services as same as non-disabled students in general.

One of the areas in Aceh that runs inclusive education is Banda Aceh. It is based on the 2013 Banda Aceh's Government Decree by considering that inclusive education is a more democratic concept of education and recognizes individual differences and supports the realization of education for all, and for the smooth implementation of inclusive education it is deemed necessary to show schools implementing educational models inclusion in Banda Aceh City. (Mayor's Decree, Number. 52 Year 2013). In the Mayor's Decree, it was stated that there were 15 elementary schools that provided an inclusive education model in Banda Aceh. The education model will also be applied in all subjects, because as we know that inclusive schools are schools that combine special-needs students with non-disabled students in one class and actively involved in all subjects or taught material.

Special-needs students have different types based on their characteristics and the barriers that usually attend school in Special Needs Schools based on their character and specificity. For special-needs students with certain specificities such as mild difficulties can be placed in inclusive classes. Students included in the category of inclusion includes ; blind, deaf, mentally retarded, mentally disabled, mental disabilities, learning difficulties, behavioral disorders, and special intelligent and special talents.

Implementation of inclusive education requires the school to make adjustments in terms of both curriculum, educational facilities, as well as a learning system tailored to the individual needs of learners. In fact, it is yet able to apply inclusive schools because they have to prepare many things such as learning for special-needs students

The teacher plays a role as a service provider in the context of inclusive education according to the characteristics and needs of students. Lack of understanding and pedagogical skills should be viewed as a challenge in managing students with disabilities in inclusive schools. Lack of understanding and acceptance of the existence of special-needs students, teachers require knowledge and experience in dealing with them (Wardani, 2009).

In inclusive education, sport and physical education are provided to all children with different characteristics including students with special needs. In schools that provide inclusive education there are students who experience a variety of obstacles, both visual, hearing, motor, communication, attention, emotional, behavioral, social, and so on. They have the right to get sport and physical education that can help the obstacles and needs they have. Therefore, learning Sport and Physical Education becomes more complex for teachers in making all student's needs for movement can be met and can increase their potential optimally.

In fact, not all special-needs students receive Sports and Physical Education services according to their needs or obstacles, because not all sport and physical education teachers understand and know the services that must be provided to students with special needs. The main problems that are often complained by physical and physical education teachers in the implementation of learning in inclusive schools through the results of observations include: the absence of special guidance teachers in inclusive schools, the lack of competence of sport and physical education teachers in dealing with special-needs students, teachers difficulties in process activities teaching and learning, and lack of understanding of sport and physical education teachers about special-needs students.

Moreover, this inclusive education model will find its own obstacles in its implementation, considering that non-disabled and special-needs students do not have the same conditions. It means, a methods that is suitable for non-disabled students is not necessarily suitable for special-needs students, and vice versa. Therefore, schools, especially teachers, are required to be able to manage learning with a variety of approaches and strategies so that both non-disabled and special-needs students can both feel comfortable in the teaching and learning process at the inclusive school.

From the description of this background, writers conducted a study that aims to find out the problems and handling of physical education and sports teachers in dealing with children with special needs in inclusive elementary schools in Banda Aceh.

II. Research Methods

The research used is descriptive qualitative approach. The subjects in this study were 27 of Sport and Physical teachers who teach in elementary schools providing inclusive education in Banda Aceh. The research instrument used was an observation sheet and an interview. The aspects studied were learning with components in accordance with the technical guidelines for the implementation of inclusive education by the Aceh Education Office in 2014. Learning aspects included syllabus, lesson plans, learning media, use of special tools in learning, special assistant teachers, shadow teachers, and different teaching resources.

Data collection techniques used were observation and interviews. Furthermore, the data obtained are analyzed with the stages of data reduction, data presentation, and conclusions. The study was conducted on March until April 2020.

III. Results

A description of the results of observations and interviews about problems with sport and physical education teachers related to technical learning of special-needs students in Banda Aceh inclusive elementary school as follows:

a. Observation Results

Observation results show that all inclusive elementary schools in Banda Aceh show that the learning tools used were still general, meaning the same as the equipment for regular schools. In addition, special media for special-needs student was also not owned. However, there were eight inclusive elementary schools in Banda Aceh that have shadow teachers. The schools includes: SDN 1, 16, 18, 39, 53, 54, 55, 57 Banda Aceh. Sedo is a teacher who helps PJOK teachers in teaching according to the needs of special needs children. Sedimentation is provided by special needs parents with special needs for autistic children.

Shadow teacher is a teacher who helps sport and physical education teachers in teaching according to special-needs students. Shadow teachers were provided by parents of special-needs students who were intended for mild autistic types.

b. Interview Results

Interview results obtained from sport and physical education teachers who deal with special-needs students in inclusive elementary schools in Banda Aceh were obstacles in developing common learning tools. Lesson Plans were made as usual, but in the implementation of special-needs students were given more attention because it was rather slow motorically. The device was not in accordance with technical guidelines, so the need for a curriculum that was modified according to the needs of special-needs students

Another obstacles was the unavailability of special assistant teachers, shadow teachers and special media or tools that could help handle special-needs students in learning. Shadow teacher and special assistant teacher as well as media or special tools were needed in the learning process. These constraints cause sport and physical education teachers to provide repeated explanations to special-needs students who were slow learners so that it takes up the time of other regular students. Thus, sport and physical education teachers encounter obstacles in learning activities to be able to give more attention and be patient in teaching with insufficient time.

Handling was carried out on technical problems of general learning that applied such as designing the same tools as regular students. However, sport and physical education teachers deal with these obstacles while still paying attention to students with special needs. Sport and physical education teachers also provide understanding to other regular students to continue to love special-needs students. Handling of the absence of assistant teachers, shadow teachers and media or special tools for special-needs students was responded by making notes on the development of special-needs students to replace the assessment. In addition special-needs students were given a rather low material first, then assignments were also given with a number that less than non-disabled students. Thus, the handling was carried out by sport and physical education teachers related to learning constraints was to approach learning and find appropriate strategies to achieve learning objectives for special-needs students.

IV. Discussion

Based on the results of the study, sport and physical education teachers were designed learning tools with the general curriculum, namely Curriculum 13. It was due to the absence of socialization related to curriculum models that were suitable for students with special needs according to the technical instructions of inclusive education. This lack of socialization has made sport and physical education teachers apply technical learning in general.

When learning in class takes place, slow learner students get the same material and methods of delivery as other students, it was repeated deeper for slow learner students. In the sport and physical education teachers do not always use ordinary learning media, so sport and physical education teachers combine adaptive learning media for special-needs students. These constraints such as the results of research Tarnoto (2016) which concluded that the problems that arise in inclusive schools include facing students who are slow learners.

Teaching materials provided for special-needs students and non-disabled students were generally the same. The material given during classical learning in class is the same level of difficulty and it does not appear that in class there are students who have special needs with the type of slow learner or have learning difficulties. It also means that the Lesson Plan used in one class was the same even though there were special-needs students. However, sport and physical education teachers apply in learning activities by providing strategies or approaches that were different from regular students.

The arrangement of inclusive elementary school classes in Banda Aceh is the same as regular schools in general, no special decorations and specific themes are prepared. However, all students, both non-disabled

and special-needs students, were invited to explore creativity together by decorating the classroom walls but not neatly arranged. In some classes also available notice board to attach the results of student work.

The obstacles faced by inclusive schools regarding learning in accordance with the results of Prabowo's research (2015) that the lack of knowledge of methods and strategies of sport and physical education teachers in dealing with special-needs students becomes an obstacle in the implementation of inclusive education.

Based on the results of the study, special-needs students were dominant, the slow learner type. There were no different teaching materials used between students with special needs and non-disabled students. Lesson Plans were used when there were only one teaching and learning activity, so sport and physical education teachers provide a decrease in material that is slightly lower than for students with special needs. Students who a slow learners were taught more slowly until the students really understand.

Sport and Physical Education teachers value the creativity of learning possessed by students with special needs and also there was no penalty that does not educate. Interactions between special-needs and non-disabled students need to be given direction so that they were well-established. If there were non-disabled students who bothered or mocking students with special needs, the physical education and sports teacher will reprimand them appropriately. It was in accordance with the stated of the Ilahi (2016) which describes that interaction is needed to support coordination and cooperation between students so that they were more compact in carried out teaching and learning activities.

Sport and physical education teachers respect students by always responding to an important matter from students. When the lesson takes place the sport and physical education, teacher also looks very enforce discipline in learning. In the discipline class, it is also formulated jointly with students to agree on sanctions that must be given to students who violate them. Based on sport and physical education teacher's information, the application of reward and punishment has also been applied, so that a conducive classroom atmosphere was created. This is in accordance with the explanation of Ilahi (2016) which outlines that in the learning process, it was expected that there will be changes in student behavior towards a better direction. Learning is a process of interaction between students and their environment.

V. Conclusions

Based on the results of research that has been conducted at the elementary school in the implementation of inclusive education in Banda Aceh, it was concluded that the problematic of physical education and sports teachers in learning was learning tools and assistive devices or special media that were less supportive, the unavailability of special assistant teachers, shadow teachers, lack of learning achievement, and delivery of obstructed material.

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