



Implications of Teaching Disability in Physical Education for Improving the Accessibility of the Learning Process

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Abstract

This study aims to determine the implications of teaching teachers with disabilities in learning adaptive physical education by using a systematic literature review approach. The literature search was conducted using an electronic database search, Google Scholar. The article search was limited to publications within the last ten years published in accredited international/national reputable journals that can be accessed openly (open access). The results of the data article search using the Narrative Literature Review method show that pedagogic teaching in adaptive physical education learning in Indonesia can still be said to be low or less competent. This is due to the obstacles of professional education and different teacher competencies where the lack of pedagogic teaching competence of teachers to understand students, student needs and evaluate students cannot be done during the student learning process.

Keywords: Adaptive Pedagogies, Disability, Inclusion.

INTRODUCTION

Research in the sport pedagogy literature has examined how a teacher's educational delivery in the physical learning process may influence the effectiveness of learning in their role as a teacher (Bryant & Curtner-Smith, 2009)

In research (Dean, 2005; Melville, 1988; Thomson, 1997) academics in the field of sport pedagogy studies see some impact that teaching in physical education, especially in secondary special schools, shows that students learn a little less competently. This can be resolved by pedagogical studies that need to be adapted, until now shown to explain and reduce problems as obstacles for students with disabilities in school.

Physical education is an important part of the teaching system in education that aims to promote physical health, improve motor skills, and strengthen students' character. However, for students with disabilities, access to physical education is often limited, both in terms of the physical environment, facilities and teaching approaches used. In particular, primary school students tend to perceive physical education as having good activities and not causing negative actions about physical activity, sports and perfect bodies. The review stated that physical activity, sport and Physical Education can only be done for a whole and

fit body (Coakley, 2007) The implications of teaching disability in physical education are crucial to increase inclusivity, accessibility and engagement of students with disabilities in the learning process.

Inclusive schools have regular school activities that integrate active students and students with disabilities in the same activities and programmes (Anggriana, 2016). However, many schools still prioritise physical education as an activity that is more focused on physical abilities without considering the special needs of students with disabilities. This leads to low participation of students with disabilities in physical activities that should support them to develop. Therefore, it is important to understand how inclusive and adaptive teaching in physical education can improve accessibility, ensure maximum engagement, and strengthen the confidence and abilities of students with disabilities. In this regard, the right to schooling for students in inclusive schools involves their rights as recipients of education without exclusion. Inclusive education describes how students with disabilities and normal students receive the same teaching. However, the obstacles are enormous in view of the fact that the lack of relevant teacher competences is an obstacle to the effectiveness of inclusive education (Haug, 2016)

Teachers are educators or teachers who are tasked with providing cognitive, affective, and values aspects to students. In addition, teachers are also very influential as mentors, motivators, and facilitators in the learning process. They not only teach subject matter, but also develop students' character, creativity, and social and emotional abilities. According to Law of the Republic of Indonesia No. 14 of 2005 article 10 paragraph 1 and Law of the Republic of Indonesia No. 19 of 2005 article 28 paragraph 3, teacher competence includes knowledge, skills, and attitudes that must be applied wisely and responsibly by an individual who works as a teacher (Zafira, 2015a)

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning academic standards and teacher competencies, article 1 stipulates that every teacher must meet academic qualification standards and have teacher competencies that apply nationally, showing the importance of competencies that must be possessed by teachers. As for the regulations that must be considered clearly by teachers to regulate that there are several main competencies that must be possessed by a teacher as a teacher in the learning process, namely having pedagogic competence, personality competence, professional competence, and social competence (Erida, 2019)

The implementation of inclusive teaching in physical education can have a great impact, such as improving the physical and social well-being of students with disabilities. With adaptive teaching, which considers different types of disabilities, students can access

a more equal learning experience, according to their potential and abilities. Physical education teaching that is more responsive to disabilities not only pays attention to physical aspects, but also takes into account the emotional and social aspects that play a role in their learning process. The low assessment of pedagogical competence possessed by an inclusive school teacher in Indonesia is very interesting and needs attention (Erida, 2021). This became the first step to conduct research related to the pedagogical competence of inclusive school teachers. The purpose of this study is to determine the pedagogical competence of inclusive school teachers, especially in Indonesia (Wulandari & Hendriani, 2021).

METHOD

The method used in this research is to use a Systematic Review approach, a systematic search was conducted by the author through the journal database, namely; Google Scholar. The data found is done by identifying in English and Indonesian which is done by downloading completely. The search can be done with terms that can make it easier for researchers to find articles with the keywords 'Teachers', 'Inclusive', 'Pedagogic Competence', 'Physical Disability', and 'Inclusive in Indonesia'.

The keywords above are reviewed based on the articles that will be analysed known earlier before expanding to several other article keywords. In this study, there is a limitation of years in the search, namely 10 years back, which functions so that researchers can have the latest relevant data.

The criteria that researchers will take in this study are;

- a. Reputable articles
- b. The sample subject in the study is a teacher who teaches in an inclusive school
- c. The place of research is in an Indonesian inclusive school

Articles that meet the above criteria will be analysed by researchers. The analysis process is very important to do this because the data is the root in this study and as a conclusion. The data analysis used in this research is using the PRISMA method. The several stages of the PRISMA method process are carried out systematically, namely;

1. Data search (identification)
2. Data screening (Screening)
3. Eligibility
4. Assessment result data (Included)

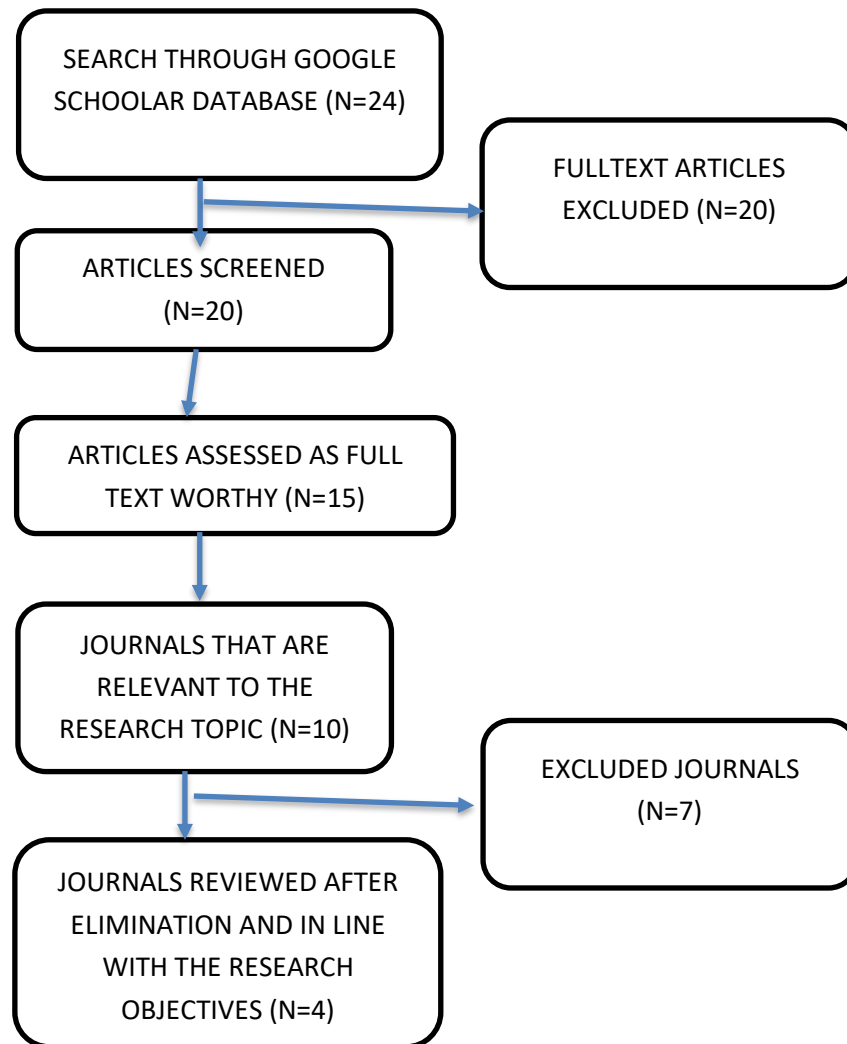


Figure 1. PRISMA Method

RESULTS AND DISCUSSION

Result

The results of the review were conducted to provide an overview of teacher pedagogic in teaching adaptive learning. The data source used is found on Google Scholar with the appropriate keywords. After going through several systematic review processes the author gets 4 articles that match the criteria for research articles. By looking at the following table:

Table 1. Analysis Results of Articles

No	Title	Author, Year	Research Results
1	Teaching children with special needs in inclusive schools	Agustin, L. D & Pandia, W. S. S (2014)	Elementary school teachers in inclusive schools do not have an understanding of the characteristics of students with special needs, which causes a teacher to have difficulty diagnosing and identifying the factors that cause obstacles in children. Teachers also do not have basic competencies on how to plan learning strategies for inclusive schools.

2	Pedagogical Competence of Teachers of Children with Special Needs at SDN Inklusi Klampis Ngasem 1 Surabaya	Zafira, R. & Gunansyah, G. (2015)	The professional competence of a teacher is not only attached to the talent to teach, teachers need to have teaching experience, have an educational background and what is very important is to foster how pedagogic achievements in a teacher. This is a teacher needs to innovate and accommodate the ability to teach and explore pedagogic teaching that can develop teaching competence in schools.
3	<i>Understanding Level of Regular Teachers' Competency in Inclusive School: A Study On Pedagogy Understanding to Children with Special Needs in Inclusive School.</i>	Martika, T., Salim, A., & Yusuf, M. (2016)	Educational background is one of the major obstacles to the role of teachers in inclusive schools with data from 45 inclusive teacher subjects, only 2 teachers have attended special competencies for inclusive education. And it is observed that pedagogic eating for children with special needs is still low. This is because teachers have never developed their ability to attend seminars or training in inclusive education.
4	Pedagogic Components of ECD Teachers in Inclusive Kindergarten ABA Nitikan Umbulharjo Yogyakarta	Saudah (2017)	In this study, the competence of PAUD teachers who have an Inclusive Kindergarten programme implemented the programme well. Teachers design aspects of student development systematically according to early childhood characteristics. Efforts that continue to be made are teachers conducting and participating in training seminars, organisations and workshops as well as teacher organisations (KKG).

Discussion

Based on a review of articles, it was found that the pedagogical competence of teachers in inclusive schools in Indonesia is still low and requires improvement. This is due to various factors, including diverse educational backgrounds, limited teacher participation in additional training for inclusive classes, and limited knowledge and skills (Martika, 2016). As a result, teachers often lack an understanding of the characteristics of students with special needs, face movement and learning difficulties in identifying students' learning barriers, and do not have an adequate understanding of appropriate learning and evaluation procedures for children with special needs in inclusive schools (Agustin, 2014).

Saudah (2017) there are six aspects that need to be considered in the concept of competence that must be possessed by teachers, namely:

- Knowledge: Knowledge ability includes cognitive about how to identify as student learning needs and organize learning that is in accordance with what students need (Liakopoulou, 2011; Saudah, 2017; Solihin et al., 2024; Zafira, 2015b)
- Understanding: The level of knowledge and attitude possessed by each individual, for example, teachers need to understand and analyze the characteristics of student conditions before carrying out the learning process (Prastya, 2018; Zafira, 2015a).

- c) Skill: The ability possessed by an individual to carry out a given task, for example, teachers are able to select and sort or make simple tool modifications to facilitate the learning process (Mumpuniarti, 2021; Zafira, 2015a)
- d) Value: Standards of behavior that are believed in and embedded in a person, such as teacher behavior that reflects honesty, openness, and a democratic attitude in learning.
- e) Attitude: Positive or negative feelings towards external stimuli, such as reactions to economic situations, changes in income, or other conditions.
- f) Interest: Every individual has a tendency to do a certain action or activity. The level of Children with Special Needs (ABK) entering school age is increasing, and this requires serious attention from teachers as the main teachers in education. Children with Special Needs should receive adequate behavior or treatment and education that suits their needs, not only from parents at home, but also at school. However, effective handling must be based on relevant competencies. One of the important competencies needed is pedagogical competency.

Barriers in Pedagogy for teachers with disabilities in inclusive schools in Indonesia are still constrained by several factors, namely the lack of understanding of the characteristics of children with disabilities, differences in students that require teachers to modify tools in the learning process, and the limitations of professional competence of teachers that depend on talent, teaching experience, and educational background. This is in line with research conducted by (Agustin, 2014) which shows that teachers at SDN X, as an inclusive school, do not yet have a deep understanding of the characteristics of children with disabilities. This lack of understanding causes difficulties in identifying learning barriers in children. Pedagogical studies, as one of the four professional competencies of a teacher, can be learned and prepared through teacher training education.

This preparation process greatly helps inclusive education teachers in dealing with obstacles and providing a learning process that is appropriate for children with special needs. In other cases, teachers can create creativity in learning by developing innovations that are easy to understand and accept by students.

CONCLUSION

The conclusion of this study shows that the pedagogical competence of inclusive teachers in Indonesia is still relatively low. Several factors are the main obstacles, such as diverse educational backgrounds among teachers, lack of understanding of children with special needs, difficulty in identifying children's needs, and inability to differentiate

learning methods for regular children and children with special needs. The diversity of students also makes it difficult for teachers to understand individual needs and evaluate the learning process. In addition, this low pedagogical competence is caused by the lack of training, seminars, or workshops that focus on improving teacher competence in inclusive schools.

The results of previous studies show that the distribution of educational backgrounds of teachers in inclusive schools is as follows: 0% from special education, 7% from counseling education, 89% from subject teachers, and 4% from psychology. This has an impact on the low pedagogical competence of inclusive teachers in Indonesia, with 27% of teachers having very low competence, 44% low, 22% sufficient, 7% good, and 0% very (Wulandari & Hendriani, 2021)

Suggestions: Based on these findings, some suggestions that can be given are as follows:

1. Suggestions for schools: Schools should recruit teachers with a background in PGSD or teachers with specialization in specific subjects and provide relevant training to improve the pedagogical competence of inclusive teachers, especially in aspects that have not been fulfilled in the learning process.
2. Suggestions for teachers: Teachers as the main pillars of education should continue to update their knowledge and pedagogical competence in order to accommodate inclusive students with various characteristics. Teachers also need to actively participate in training organized by the local education office.
3. Suggestions for other researchers: Other researchers are expected to be able to develop similar research using different theories and expand the study to other countries. This will provide a comparison between the competence of inclusive education teachers in Indonesia and other countries.

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