

Empowering Every Step: Crafting Adaptive Physical Education Learning Plans for Children with Special Needs

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Abstract: Everyone has the right to education, including children with special needs. With reason and thoughts, humans can study and study things to improve the quality of their lives, one of which is through education. Everyone has the right to obtain a decent education, both those with normal and special needs. Children with special needs are a condition where a person experiences mental limitations and abilities in carrying out various activities. One of the causes of this disorder is due to disruption of intellectual function and intelligence function, usually, this is categorized as mental retardation. With education for children with special needs, they can increase their potential, one of which is through adaptive physical education. Through adaptive physical education, it becomes a forum for the development and growth of children with special needs. This is because adaptive physical education is learning in which there are physical activities and basic movements that can improve physical, spiritual, social, and emotional fitness in a harmonious, harmonious, and balanced manner. The importance of teacher's role in making learning plans according to the conditions of students with special needs so that it makes it easier for teachers to carry out teaching and learning activities and learning objectives can be achieved.

Keywords: Learning Planning, Adaptive Physical Education, Mental retardation

1. Introduction

Humans were created as God's most perfect creatures compared to other creatures because humans are given reason and thoughts to do everything. With reason and thoughts, humans can study and study things to improve the quality of their lives, one of which is through education[1]. Through good and correct education, people can be moral and have good character. With education, the quality of human resources will improve [2].

Humans possess a range of strengths and weaknesses, among which lies the challenge of caring for children with special needs[3]. These children deserve the opportunity to flourish and progress, just like any other individual. Ensuring their rights and responsibilities, particularly in education, is paramount[4]. Special Schools (Inclusive Education) serve as vital resources for the advancement of children with special needs, offering tailored educational programs to suit their requirements. Within these institutions, they can uncover their talents, including through adaptive physical education[5]. This specialized form of physical education within Inclusive Education is customized to accommodate students' disabilities, enabling them to explore, comprehend, and address challenges in the psychomotor domain arising from their limited sensorimotor and learning capabilities.

In the context of inclusive education, providing learning that suits the needs of children with special needs is a crucial aspect that must be considered. One area of learning that plays an important role in the physical development and overall welfare of crew members is Adaptive Physical Education (APE)[6]. APE allows crew members to develop their physical skills with an approach tailored to their conditions and abilities.

In this context, APE learning planning is a determining factor for success in providing meaningful and appropriate learning experiences for children with special needs. Careful and structured planning allows teachers to develop appropriate learning strategies, select relevant learning materials, and adapt learning methods to suit the needs and potential of each child with special needs[7].

In this article, we will explore in-depth APE learning planning for children with special needs (CWSN). We will discuss practical steps in preparing effective learning plans, including identifying children with special needs's learning needs, setting realistic learning goals, selecting appropriate learning methods, and continuing evaluation of learning outcomes.

Special schools have various kinds of disabilities, one of which is mental retardation. Mental retardation is the condition of a person with intellectual abilities that are below the average for people in general[8]. Under these conditions, the teacher's role is very important in determining learning planning for students with intellectual disabilities. With good planning, it will certainly make it easier for teachers to carry out teaching and learning activities so that learning objectives can be achieved[9].

Formulation of the problem: "How to plan effective Adaptive Physical Education learning for children with special needs (ABK)?"

These research purposes:

- 1) Analyzing the Adaptive Physical Education learning planning process that suits the needs of CWSN.
- 2) Identifying factors that influence the effectiveness of Adaptive Physical Education learning planning for CWSN.
- 3) Create practical guidelines for planning Adaptive Physical Education learning that is adaptive and inclusive for CWSN.
- 4) Assess the impact of implementing appropriate Adaptive Physical Education learning planning on the physical progress and overall well-being of crew members.

By formulating the problem and objectives of this research, it is hoped that it can provide clear and focused guidance in research regarding Adaptive Physical Education learning planning for CWSN, as well as produce findings that can make a positive contribution to improving the quality of inclusive education for CWSN. Through this research, it is hoped that a deeper understanding will be gained regarding the importance of APE learning planning that suits the needs of CWSN. It is hoped that the results of this research can make a significant contribution to the development of an inclusive and sustainable learning approach for children with special needs.

2. Research Method

This research uses a literature study method, namely research collecting and analyzing various relevant literature sources related to Adaptive Physical Education learning planning for children with special needs. The steps that can be taken in the literature study method are:

- 1) Identification of Literature Sources. Researchers will identify and collect relevant literature sources such as scientific journals, books, articles, theses, and documents related to Adaptive Physical Education learning planning and inclusive education for children with special needs[10].
- 2) Literature Selection. Researchers will select the most relevant and high-quality literature sources to include in the analysis. Selection is carried out based on certain predetermined criteria, such as relevance to the research topic, accuracy of information, and source credibility[11].
- 3) Data Collection. Once the literature sources are selected, the researcher will collect the necessary data from each source. Relevant data will be recorded and compiled for further analysis.
- 4) Data Analysis. Researchers will carry out analysis of data that has been collected from literature sources. This includes identifying patterns, themes, and findings that emerge from the analyzed literature[12].
- 5) Interpretation of Findings. Researchers will interpret the findings found from the literature analysis, as well as explore the implications of these findings for planning Adaptive Physical Education learning for children with special needs[13].
- 6) Report Writing. The results of the analysis and interpretation of findings will be summarized in a research report, which includes a comprehensive review of Adaptive Physical Education learning planning for children with

special needs based on findings from literature studies.

By using literature study methods, this research will be able to present in-depth and up-to-date insights regarding Adaptive Physical Education learning planning for children with special needs, as well as provide a strong basis for the development of better inclusive education guidelines and practices.

3. Results and Discussion

The child with special needed

Everyone has the right to obtain education, including children with special needs (CWSN). Children with special needs are a condition where a person experiences mental limitations and abilities in carrying out various activities [14]. Another definition of a child with special needs is someone who has one or more types of abnormalities in carrying out activities like other people in general [15]. One of the causes of this disorder is due to disruption of intellectual function and intelligence function, usually, this is categorized as mental retardation.

Mentally disabled

The definition of mentally retarded is a child whose intellectual development is delayed. Mentally retarded children also have an IQ or intelligence level below average [16]. Mental retardation is classified into 4 groups, namely very severe mental retardation (IQ: <20), severe mental retardation (IQ: 20 - 35), moderate mental retardation (IQ: 36 - 51), and mild mental retardation (IQ: 52 - 67). children with various intellectual disabilities so the management of learning programs tends to be developed from individualized learning programs (IEP).

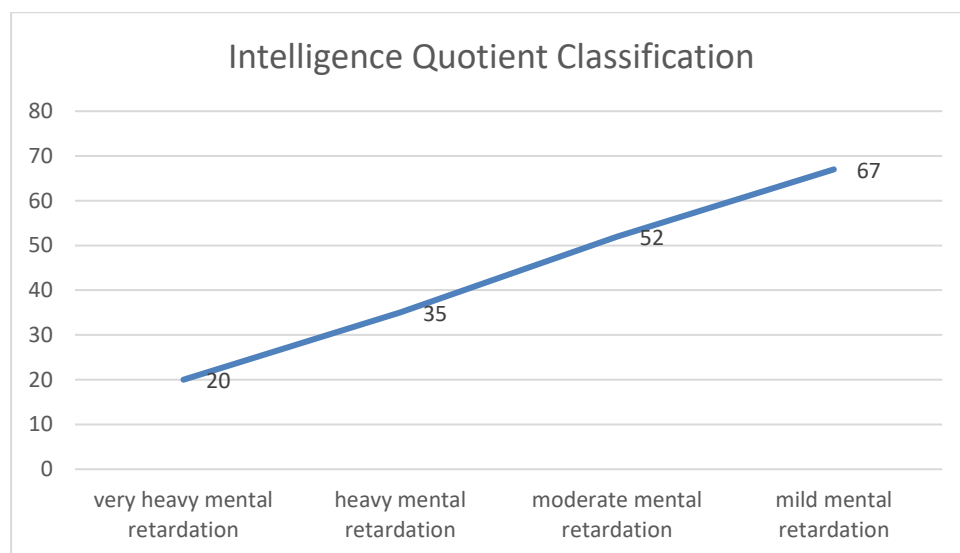


Figure 1. Intelligence Quotient Classification

Mentally retarded children tend to experience obstacles and mental retardation below average, causing mentally retarded children to have difficulty carrying out academic, communication, and social tasks, therefore they need special education [17]. Several factors that cause a person to become mentally retarded include heredity, nutritional metabolism disorders, infections in the womb, birth problems, and environmental factors. Through specialized education designed for children with special needs, they can enhance their capabilities, including those related to physical education. [18].

Adaptive Physical Education

Adaptive physical education, tailored for children with special needs, fosters their development and progress. This educational approach emphasizes physical activities and fundamental movements aimed at enhancing physical, emotional, social, and spiritual well-being in a holistic and balanced manner[19].

The objectives of adaptive physical education include: 1) helping students understand their physical and mental limitations, 2) helping students protect themselves through physical education, 3) providing opportunities for students to participate in sports activities, and 4) helping students develop knowledge about mechanics good body.

Learning Planning

Planning is the process of determining goals and objectives to be achieved in the future by using appropriate methods to achieve these goals[20]. In the context of learning, planning is the process of preparing materials, learning media, learning methods, and assessments to achieve a certain goal. In education for children with special needs, learning planning is very important to support the potential that can be developed in children with special needs. The effectiveness of a teacher or educator in providing adaptive physical education learning to children with special needs is very important to achieve learning goals[21]. Adaptive physical education learning must be adapted to the abilities and characteristics of children with special needs. For learning objectives to be achieved, a teacher must be able to implement learning planning well[22].

As per Minister of Education and Culture Regulation Number 22 of 2016, a well-structured learning process comprises planning, execution, and evaluation. Learning planning involves outlining the activities a teacher will undertake during the teaching and learning sessions [23]. In this phase, educators are tasked with creating a syllabus, developing a lesson implementation plan (LP), assembling learning resources, and crafting assessment tools. Particularly in special schools, planning for adaptive physical education must be tailored to accommodate students' disabilities.

Effective planning enables teachers to regulate and enhance their teaching methodologies[24]. For learning to run well, a teacher needs to create learning components, including:

1) Determine time allocation

Determining this time allocation functions so that a teacher can know the effective time that can be used in conducting learning in one school year. This is necessary to align with competency standards and minimum basic competencies that must be achieved according to the content standard formulation that has been determined[25].

2) Arrange a Semester Program

The semester program is structured to ensure the number of hours required to achieve basic competencies. There is a semester program to answer when learning to achieve basic competencies is carried out[26].

3) Prepare an Annual Program

The annual program is to ensure the allocation of time in one school year to achieve the goals that have been set. This annual program needs to be developed by a teacher because it becomes a guide for the development of subsequent programs[27].

4) Develop a Learning Syllabus

A syllabus is the development and elaboration of a curriculum that is arranged systematically. The aim of preparing the syllabus is to expedite, simplify, and improve the results of the learning process, as well as prepare various systematic learning plans[28]. Components in compiling a syllabus include: (1) Subject identity, (2) School identity, (3) Core competencies, (4) Basic competencies, (5) Indicators of competency achievement, (6) Main material, (7) Learning, (8) Learning activities, (9) Time allocation, (10) Learning resources.

5) Prepare a Learning Implementation Plan (LP)

The learning implementation plan is a guideline for implementing learning. The learning implementation plan contains an overview or plan of learning that will be carried out during one meeting, one semester, or more[29]. The essential elements encompassed in the lesson implementation blueprint comprise: (1) Subject identification, (2) Competency benchmarks, (3) Fundamental proficiencies, (4) Criteria for competency attainment, (5) Educational aims, (6) Instructional resources, (7) Allocation of time, (8) Instructional approaches, (9) Educational activities, (10) Evaluation of learning achievements, and (11) Educational materials[30].

Conclusion

The conclusion from the explanation above is as follows: (1) The process of planning Adaptive Physical Education

learning that suits the needs of children with special needs (CWSN) involves the stages of identifying individual needs, setting realistic learning goals, selecting appropriate learning methods and materials, as well as continuous evaluation of learning. (2) Factors that influence the effectiveness of Adaptive Physical Education learning planning for CWSN include a deep understanding of the conditions and needs of CWSN, support from the school and educational environment, availability of resources, and teacher competence in designing and implementing inclusive learning. (3) Practical guidelines for planning Adaptive Physical Education learning that is adaptive and inclusive for CWSN can be prepared based on findings from analysis of factors that influence the effectiveness of such planning. This guide will provide clear guidance for educators and educational practitioners in developing appropriate and inclusive learning strategies for CWSN. (4) Implementing appropriate Adaptive Physical Education learning planning, by the guidelines that have been prepared, has a positive impact on the physical progress and overall well-being of crew members. This emphasizes the importance of adaptive and inclusive learning planning in achieving optimal learning outcomes for CWSN.

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