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## ADAPTIVE CHILDREN'S MANAGEMENT OF SPECIAL EDUCATION IN SPECIAL RESEARCH SCHOOL INCLUSIVE EDUCATION

(Case Study of Management of Adaptive Physical Education at Organizing  
Middle School Inclusive Education in Boyolali Regency)

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### ABSTRACT

The purpose of this study was to find out: (1) Planning, (2) Organizing, (3) Implementation, and (4) Monitoring of Adaptive Physical Education in Middle School Providers of Inclusive Education in Boyolali District.

This research was conducted in junior high school inclusive education providers in Boyolali Regency. This study uses qualitative research using a case study approach. Sampling and data sources using purposive sampling and snowball sampling methods. The technique of collecting data uses observation, interviews, and documentation. Data analysis in this study is data collection, data reduction, data presentation, and conclusion.

The results of research on inclusive education in Boyolali Regency show that the management system of inclusive education in junior high schools in Boyolali Regency still has many weaknesses, especially in terms of process implementation. There are only a few schools that have planned management in implementing adaptive physical education. In

organizing there is only an organizational structure and there is also a school team tasked with planning, drafting, developing and adjusting inclusive programs involving principals, class teachers, subject teachers, and parents of students. Exposure does not work properly because of the absence of special accompanying teachers and a lack of government attention, so schools cannot yet carry out education that is in accordance with the principle of inclusion in fulfilling children's educational rights. In the implementation of adaptive physical education learning has not been right on target and optimally related to services to children with special needs, in terms of the provision of material has not been adapted while in the use of infrastructure facilities there are still not many modifications in accordance with the needs of children with special needs taught. Supervision carried out only monitors the state of the school and does not see the management system. Adaptive physical education supporting resources are inadequate and still must be considered in terms of procurement and modification of facilities and infrastructure.

**Keywords:** Management of Adaptive Physical Education

## **INTRODUCTION**

Inclusive education is a system of implementing education that provides opportunities for all students who have abnormalities and have the potential for intelligence and / or special talents to participate in education or learning in one environment together with students in general (normal). This means that through inclusive education, children with special needs are educated together with common children (normal) to optimize their potential.

Adaptive Physical Education for children with special needs in addition to health must also contain physical abnormalities. However, the problem that occurs is that the implementation of the adaptive physical education learning process for inclusive schools for children with special needs is not optimal, this is because physical education teachers still generalize learning programs for all students and do not make modifications to the material, strategy or media used. according to the needs and abilities of children with special needs, meaning that it can not achieve the goal of physical and health education for children with special needs. (Abdullah Arma: 1996).

The purpose of adaptive physical education for children with special needs is holistic, such as physical education goals for normal children namely increasing growth, physical development, movement skills, social and intellectual. Besides that, the education

process is important to instill positive values and attitudes towards limitations both physically and mentally so that they are able to socialize with the environment and have self-esteem and self-esteem. (Tarigan, 2000: 10)

## **METHODOLOGY**

This research was conducted in junior high school inclusive education providers in Boyolali Regency. This study uses qualitative research using a case study approach. Sampling and data sources using purposive sampling and snowball sampling methods. The technique of collecting data uses observation, interviews, and documentation. Data analysis in this study is data collection, data reduction, data presentation, and conclusion.

## **RESULT AND DISCUSSION**

1. All schools plan in the school program. In the program contains Vision. The mission and objectives to be achieved by the school.
2. Organizing is carried out by all inclusive school organizers by forming an organizational structure. Where there are command lines with duties and obligations in each field. To organize inclusive class students through the chair of an inclusive class program and to organize subject teachers, physical education teachers with special mentoring teachers through the head of an inclusive program. For the inclusive program itself there is a forum group. In general, the implementation carried out by inclusive organizer schools is in accordance with the plans made. However, there are schools that are constrained in the process of not running properly because of the lack of Special Assistance Teachers and the lack of attention from the government, so that schools have not been able to organize education in accordance with the principle of inclusive to fulfill children's education rights.
3. The implementation of learning Physical Education for children with special needs in schools providing inclusive programs is needed to deal with the appropriate or special learning model, meaning that the implementation is separated so that it is separated from other children. This certainly will have different implications than what should be done in dealing with children with special needs. Therefore, learning is also through a special learning approach that is by applying learning through various forms of management of adaptive physical education learning for children with special needs. From the findings of

the researchers it is clear that the learning of Adaptive Physical Education at the site of the study has not been well targeted and optimally related to services to children with special needs.

4. In adaptive physical education learning it is still necessary to improve the ability to implement the learning principle and adapt it to the types of students' abilities. Teachers who are directly involved in learning for children with special needs must master general principles and specific principles that are used as guidelines in learning. This is so that children can interact socially with their environment. Supervision was carried out not only from the school but also from the Education Office supervisor. For supervision of the Department of Education scheduled for 1 semester 2-3 times and for supervision carried out by the chairman of the inclusive school management spontaneously. However, the supervision carried out only monitors the state of the school and does not see up to the management system.



(Research Documentation)

## CONCLUSION

The results of research on inclusive education in Boyolali Regency show that the management system of inclusive education in junior high schools in Boyolali Regency still has many weaknesses, especially in terms of process implementation. There are only a few schools that have planned management in implementing adaptive physical education. In organizing there is only an organizational structure and there is also a school team tasked

with planning, drafting, developing and adjusting inclusive programs involving principals, class teachers, subject teachers, and parents of students. Exposure does not work properly because of the absence of special accompanying teachers and a lack of government attention, so schools cannot yet carry out education that is in accordance with the principle of inclusion in fulfilling children's educational rights. In the implementation of adaptive physical education learning has not been right on target and optimally related to services to children with special needs, in terms of the provision of material has not been adapted while in the use of infrastructure facilities there are still not many modifications in accordance with the needs of children with special needs taught. Supervision carried out only monitors the state of the school and does not see the management system. Adaptive physical education supporting resources are inadequate and still must be considered in terms of procurement and modification of facilities and infrastructure.

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