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Inclusion in Physical Education in Primary Schools

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Abstract

This study aimed to determine inclusive education in general physical education from the perspective and experience of physical education teachers in primary schools. The method used in this research is qualitative phenomenology. Four Physical Education teachers were the sample (2 men, 2 women) aged between 30 and 55 years and were collected using: photos, school documents, field notes, and semi-structured interviews. Bandura's social cognitive theory is used as the basis of the research. The outcome of thematic analysis: engaging in learning, adapting strategies to meet student needs, and moving beyond educational goals. In conclusion, inclusive education in physical education in primary schools is built by dynamic interactions between teachers' knowledge of disabilities, motivation to learn about students, children's needs, and learning objectives.

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INTRODUCTION

An education movement to maximize participation and support students with disabilities in general education subjects is essential in Indonesia. Many students with disabilities in Indonesia attend general physical education subjects with typical peers due to the mandate of the 2003 National Education System Law (Depdiknas, 2003). According to the report (Direktorat

Pembinaan Pendidikan Khusus Dan Layanan Khusus, 2019), around 29,317 schools hold inclusion or about 11% of Indonesia's total schools implementing inclusive education. This inclusion ideology allows many students with disabilities to achieve academic and social success in a general education environment that reflects the formation of a heterogeneous society (Block, 2007).

Inclusive education refers to services for students with disabilities that provide a school educational environment, general education subjects with additional assistance and support to ensure children's academic, behavioral and social success (Gail McGregor & Vogelsberg, 1998). Inclusive physical education is a learning environment for students with disabilities to develop motor skills, skills, knowledge about movement, promote psychosocial well-being for a lifestyle appropriate to abilities, interest with age-appropriate peers with additional helpers and support services as needed (Goodwin, 2009).

Over the past 30 years or so, inclusive education in general physical education has been investigated by many stakeholders, including teachers (Hodge et al., 2009; LaMaster et al., 1998; Morley et al., 2005), teachers (Vickerman, 2007; Widyawan, 2020), students with disabilities and regular students (Verderber et al., 2003), and parents of children with disabilities (Widyawan, Ma'mun, Berliana, et al., 2020). Previous literature has mainly focused on examining stakeholder attitudes and beliefs towards inclusion, the impact of inclusion on student learning, and the need for successful inclusion (Qi & Ha, 2012). Several researchers have also undertaken to examine the effects of teaching strategies used to include students with disabilities in general physical education subjects (Grenier, 2011; Klavina & Block, 2008); However, little research has paid much attention to listening

to teachers' experiences in preparing and teaching inclusive physical education. In-service teacher stories about inclusive education will deepen our understanding of teaching students with disabilities in general physical education subjects and develop meaningful topics for future teachers. From the perspective and experience of teachers. The purpose of this study was to determine inclusive education in physical education in primary schools.

METHODS

Phenomenology qualitative research design is used to understand teachers' inclusive education in physical education in elementary schools (Creswell, 2013). The criteria sampling strategy was used to recruit participants. The eligibility criteria are general physical education teachers who: teach in an elementary school and have taught children with disabilities in an inclusive setting for a minimum of two years. Participants were recruited from elementary schools, which were the reference for inclusion schools in Lebak Regency, Banten Province. A brochure and a copy of the consent form were sent to each teacher. Four primary physical education teachers (two girls, two boys) aged between 30 and 55 agreed to participate. Explanations and consent were obtained from all participants with prior approval from the Lebak Regency Education and Culture Office. Pseudonyms are used to protect teacher identity and confidentiality.

The teaching experiences of the four participants ranged from 5 to 28 years. The teaching experience of students with disabilities ranges from 4 to 20 years. Approximately 2-6% of the school population are students with disabilities. Namely, there are one or two children with disabilities who are taking general physical education courses. All teachers except teacher 1 have paraprofessional assistance in the classroom. Teacher 1 and teacher three occasionally attend family engagement meetings, but teacher two and teacher 4 do not. The four teachers also mentioned consulting the Physical Education teacher who teaches in Special Schools (SKh) when having children with disabilities who take Physical Education subjects. The relationship with Physical Education teachers who teach in Special Schools (SKU) is positive and supportive.

A combination of data sources, including interviews, documents, and field notes, were used to gather general physical education teachers' perspectives in primary schools on teaching students with disabilities in an inclusive environment (Patton, M. Q, 2002). Researchers also used participant information forms to identify the teacher's educational background, teaching experience (for example, age, academic level, length of time teaching at school, size of teaching for students with disabilities), and characteristics of the school context (e.g., student population, physical education sessions, type disabilities being taught, sports accessibility, and attendance of family engagement meetings).

The four general physical education teachers completed two semi-structured, face-to-face interviews, which ranged from 30 to 60 minutes. Social cognitive theory (Bandura, 1986) and existing literature on inclusion in physical education help construct interview questions. A total of eight interview meetings were completed in eight weeks. Each interview was recorded using audio, and transcripts were written verbatim. The initial consultation's focus was to understand the participants' physical education subjects and inclusive teaching practices. The second interview focused on the teacher's experience of being involved in the family engagement process and her relationship with family engagement team members, including parents. Interview question guide: "Tell me about your physical education subject." "How would you describe inclusion in your physical education subjects?" "How would you describe your teaching practice in general physical education?" "Tell me about your experience with the family engagement process and its relationship with other family engagement members." During the second interview, the teacher also explained the importance of the documents provided (e.g., lesson plans, the purpose of family involvement, and photos).

All teachers are asked to bring documents, such as school documents (for example, letters, family involvement, student books, and lesson plans) and photos if there are files on inclusion practices and communication with other professionals and parents of students with disabilities during the

second interview. The four teachers provided school documents (family involvement, lesson plans, behavior management plans, and WA), and all but teacher four provided photos (matches between classes at the end of the semester and photos in following physical education subjects). All documents are copied with the permission of the teachers. The images were transferred and saved into a data folder stored on the researcher's computer.

The lead researcher recorded field notes after each interview containing descriptive and reflective letters of what the participants said that day, ideas for further research with the next participant, and initial thoughts on themes that emerged from the story.

The thematic analysis identifies the general structure, essence, and meaning of teacher experiences (van Manen, 1997). Each writer independently read interview transcripts and field notes, highlighted revealing phrases, added, added labels (coding), sorted structural descriptions by category, and organized them into initial themes. The second author then discusses information to confirm and produces themes and sub-themes throughout the process until mutual understanding is achieved (van Manen, 1997). Photographs and document data were used to verify thematic statements.

To enhance credibility, the “true score” of the findings, data triangulation (i.e., data from different female and male teachers and in other schools), the purpose of sampling, and a two-stage member checking process (Meadows & Morse, 2001). The four teachers

checked the interview transcripts for accuracy after each interview. The interview transcript was sent to the teacher via WA two days after the interview was completed. The first author asked to review the interview transcript for accuracy and to identify misrepresentations or omissions. During the second interview, the first writer had a dialogue with the teachers about the problem from the first interview session to confirm the accuracy of the meaning. A summary of thematic analysis is also sent to teachers to review and ensure that their experiences are accurately represented. All teachers except teacher 4 returned with comments via WA.

Transferability, the accuracy of findings, was enhanced through presenting descriptions of all participants and schools, using a purposive criteria sampling strategy, and quoting participants (Patton. M. Q, 2002). Although qualitative research cannot claim empirical generalizations, naturalistic transferability can emerge through the use of appropriate bold descriptions (Lincoln & Guba, 1985). The dependability or validation of findings was made using various methods (interview transcripts, documents, field notes) (Meadows & Morse, 2001). Confirmation (objectivity) through a question and answer process (i.e., first and second authors) (Creswell, 2013).

FINDINGS AND DISCUSSION

The stories of general physical education teachers in primary schools are

captured in three themes: engaging in learning, adapting strategies to meet student needs, and move beyond educational goals. These themes are supported by sub-themes which are illustrated in the words of the teachers. The three dots indicate that the participant paused during the conversation before continuing.

Findings

Engage in Learning

The first theme involved in learning describes teachers' behavior in events preparing to teach and includes students with disabilities in general physical education subjects. The teachers reflected that learning about students was very important to make inclusive learning successful. They also collaborate with other teachers, especially Physical Education teachers who teach at Special Schools (SKh), to develop a suitable learning environment.

Understanding Students

Teachers are actively attending and engaging to learn about students before lessons by reviewing family engagement documents and communicating with other teachers (e.g., physical education teachers, classroom teachers, and special education teachers) and parents of students with disabilities. The family engagement document is the primary source that teachers refer to for learning about students. Teacher 1, a 55-year-old Sundanese female teacher, reviews student weaknesses: Usually, I check family engagement documents to see the shortcomings. Teacher 3, a 33-year-old

Javanese female teacher, focused on assessing the student's conditions and goals: I have to take it into account. Whether in a wheelchair or not, in a wheelchair and then really get to know him. I will look at family involvement and the purpose of engagement and think about what can be done in the subject matter.

Teacher 4, a 30-year-old Sundanese teacher, stated: I usually get a copy of the family engagement document at the beginning of the year, and then I try to see what the child is doing on his specific goals as far as physical education goes. Teacher 2, a 45-year-old Javanese male teacher, also highlighted the student's goals and abilities: ... to be more aware of what the plan is ... what needs to be done ... you should know students quite well where they are being, what they can or can't do.

Apart from reviewing the family engagement document, the teachers also tried to interact with the family engagement team members. Teacher 3 always communicates with the physical education teacher teaching at SKh to get more knowledge about the students and the student's adaptive physical goals for this year: I always try to get to the plan and make sure that I know what disability is and educate myself about it. Teacher 4 obtains information from parents: The last thing I have a document ... This is good. His grandmother and mother put this together because Turner syndrome is something not many people are familiar with. This is very new. He sent this and just had all the different things we should know about him. They sent this to us via WA

too. All in all, look at what Turner syndrome is called some of the things you see, why they do it, things like that.

Teacher 2 frequently communicates with physical education teachers teaching at SKh and attends professional conferences to increase students' knowledge of disabilities and ideas for physical education programs.

Work in Collaboration

The teachers also feel that they need to know how to teach students with disabilities in general physical education, so they continue to seek consultation from other teachers, especially Physical Education teachers who teach at SKh. Even though physical education teachers who teach at SKh only come to the school once a week to provide services to students with disabilities, they continue to try to communicate by sharing information through WA. Teacher 3 explained that he received materials for disability fact sheets, activity modifications, and strategies for behavior management from the Physical Education teacher who taught at SKh: This is an article that the SKh Physical Education teacher gave about Asperger because I have a new student I don't know .. so I received the WA file ... this is a social story we are working on with some kids ... I will get an explanation sheet to say that this is the purpose of adaptive explanations. These are some excellent goals for physical education.

Teacher 2 is also continually looking for ideas and solutions from other physical education teachers from different schools as well as from Physical Education teachers who

teach at SKh: Through working with Physical Education teachers at SKh and choosing their thoughts ... I can expand my knowledge and help children in various with disabilities ... we have a very open and good relationship, so when she works on family engagement, we talk about it to see what's going on, I know what the goals are, and we are working towards the best... In our sub-district, we have seven schools base, so there's about four ... they talk regularly through WA. These are ideas and ideas. We work this way on that.

Teacher 4 also collaborates with special education teachers: I always talk to them. We have two special education teachers at school. They are perfect about and share the information. I try and tell them the things I see here, so we all stay on the same page ... behavior plans are made in our school for the classroom and for all related arts, music, physical education, or wherever they go. That's a good collaboration with special education teachers. He brought some of this to his plan; here's what you need to do; here's the information, so it becomes useful.

Teachers' various processes to be actively involved in improving learning support the social-cognitive theory of building triadic reciprocity. Specifically, (Bandura, 1986) suggests that personal factors (i.e., motivation, knowledge) influence a person's behavior (i.e., teaching children with disabilities) and a person's environment (e.g., physical education settings, resources). Physical education teachers in primary schools are actively pursuing several different venues

(e.g., communication with family engagement members, including parents, reviewing family engagement documents, seeking support) to increase their knowledge and understanding, which includes teaching physical education to children persons with disabilities.

Adapt Strategies to Meet Student Needs

The second theme, adapting strategies to meet student needs, describes how teachers perceive teaching practices (i.e., teacher behavior), including students with disabilities. The teachers' experiences were captured in the sub-theme of modification activities, "including but ...", and included the purpose of involving families in the lesson.

Modifying Activities

Teachers felt that it was necessary to modify activities for inclusive education to be successful. Teacher 1 explained that he often changes his instructions, environmental settings, and equipment for the students: students with disabilities can participate by modifying equipment or assignments or placing them as co-trainers. Those are the two primary ways we include physical education. Modifications depend on the child and the material being taught. If it's something like ball handling material, I usually have to think about how I will vary the equipment. When we do jump rope like with B [autism], I have to give him a focal point to see when he jumps or be all over the field. If something doesn't work, you have to try something else, so you have to have lots of tricks and things to try because what works at one time one student may not work with another.

Teacher 3 also made modifications to the equipment and its environment. He explains: playing tennis, no special needs student can do very well, but we modified the ball with balloons. We did try to bring them into practice. We did get it with us, but it's more isolated than playing games with ping-pong balls, ping-pong racket, and more oversized racket.

Activity modification results in teachers adjusting teaching strategies to meet student needs better. In other words, teachers change behavior to improve student learning. (Bandura, 1986) underlines the critical role that action has in education—adapting or demonstrating new behaviors (e.g., modifying tasks, various tools) often documents that learning has occurred.

The teachers stated that they supported the idea of inclusion in general physical education subjects. On the other hand, I feel that segregation is inevitable for students with disabilities to study and participate in general physical education subjects. Teachers are often forced to provide individualized instruction in separate environments to meet student needs. Teacher 3 feels that individual students learn better when put in a different climate: C (cerebral palsy) is more interactive. We do team handball. He is in a wheelchair, and the chaperone pushes him around, and he tries to do questions that day in class even if the chaperone writes for him. He's much more involved, but my other two (A and B) are more ... I don't want to say isolated, but they are, in a way, they are more working on their

own thing, so they don't get involved with the team. They don't communicate, and we may have done the same but not socially engaged with the class ... I think A with multiple disabilities and B Down Syndrome, the activities are more alone on their mat where C cerebral palsy is more integrated with the class as much as possible. .. It's just that the needs are different so having him work individually compared to a team is a better scenario.

Teacher 4 also explained that he needed to separate a student with autism disabilities from the class: I have a son who has autism. She can do a lot, but if she's having a bad day, often I try to have other, smaller activities for her, or she can leave here and work alone ... I try to include her in the main action. If that's not going to happen, I try to do some small activities to do her little group work.

The sub-theme "includes but..." describes the critical role of the triadic reciprocal model (Bandura, 1986). Providing individualized instruction to students creates a new, and perhaps more nurturing, student learning environment. Using newly acquired knowledge about children influences teacher behavior, which results in the development of a supportive and supportive environment.

Include the Purpose of Family Involvement in Lessons

All teachers stated that they consistently used the goals of students' adaptive physical education in involving families when planning lessons. They seek to include students with disabilities in general physical education as much as possible and bear in mind the need to

achieve family involvement. Teacher 1 speaks: At first, I had a primary goal based on the program and then a suitable adaptive physical plan. I did, and then the teacher three adaptive physical education specialists added with making sure all the parental involvement goals were met. For example, we do jump rope. One of the goals of involving parents for E autism is to perform locomotor skills better. They were jumping the rope inward by making him learn to land on his feet to add a jump rope change ... only able to maintain a small walking sequence and maintain his right body position by looking at the focal point. Those are things I can do that are related to the involvement of his parents.

Teacher 4 exemplifies implementing the goal of family engagement by sharing one of his lesson plans: Here is a lesson plan I did explicitly for him (Turner syndrome), but this is only the dribbling part of the game of basketball. This represents his current level of performance where he is at. I'm showing it to be better, so you can see it's tailored for her ... If I see something she needs to fix, I try to do something separate for her, so there's an individual for her. Everyone dribbled ... there was something there, especially for him, but then it was like any other activity everyone was doing together and including him.

Teacher 3 also described how she incorporated adaptive physical goals into her lesson by sharing the caption: I have copies of all adaptive physical plans and try to include as many of them as possible. I don't know that I see all the family inclusion goals, but I do see

adaptive justice to family engagement. 52 students in the school have family involvement, but not all of them provide adaptive physical education, so I only have seven students' information if they get adaptive physical education ... I tried to make sure I covered what I knew. The adaptive sportsman ended up testing himself and reporting back on the results, but I was trying to make sure they were integrated into the lesson somewhere.

Teacher 2 also tries to work with the aim of family involvement: If you know what the goals and objectives are, you will try to create more opportunities for students to practice in certain areas ... If playing basketball and one of the other goals is sitting with right ... they may not fit, but you may say, oh wait a minute, for sufficiency ... I can work with a significant force, so you're trying to create opportunities for her to work on her goals.

Moving Beyond Educational Goals

The final theme, moving beyond educational goals, reveals the importance of family involvement and involvement in family engagement meetings. SKh Physical Education teachers view family involvement as a significant resource for successful inclusion even though their participation in family engagement meetings is limited. They also reflected that being involved in the family engagement process will help develop better relationships with parents and other team members to get the support they need when needed.

Teacher 1 described that his leading role in family engagement meetings was communication to inform students' progress in physical education subjects: "I think my job is to communicate with the family engagement group and parents how the child is functioning well. My job is to make sure the kid is successful in the process. "Teacher 3 remembered that family engagement meetings were a place for her to be able to share information with other team members and to get support: I have a second grader who has muscular dystrophy, and it's getting worse gradually. The family engagement meeting is more informal, and mom and dad said, "She can't run away. He can't jump because he's getting worse and worse," so his only aim was to keep him standing. I feel there is support, and they have on the outside, working with it to give me input.

Teacher 4 believes that physical education teachers should attend meetings to share subject knowledge for students with disabilities: I see my role because I want motor skills and everything is with the physical education field, and I want to help her create reasonable goals for this girl because of me I often think times if the Physical Education teacher is not sitting or someone else is sitting, the goal is a little weaker, it's more comfortable, and my meaning is not specific enough, and so I think seeing the role in this year's family engagement process brings my knowledge to get better for the child because I have a better idea of what he or she needs... I mean (family engagement)

determining what the child needs to do and then allowing me to see the game with the lessons around it, so it's great.

Teachers also felt that the family engagement document provided practical guidance for instruction in inclusive settings. Teacher 2 specifically described it as a reference that should give practical instruction in general physical education subjects: This document on family involvement is more concerned with physical education. It would help if you worked on certain things ... These are more general and good for reference and ideas. Every time I do this ... I understand why his behavior is like that, then help you deal with kids. That way, it's a great reference.

Teachers also see parental support as an essential element in the general physical education subject to include students with disabilities; However, perceiving this is difficult due to having limited interaction with parents due to their absence from family engagement meetings (An & Hodge, 2013). Thus, it tends to communicate with special education teachers or physical education teachers to get student information. Teacher 1 pointed out that parental support is significant in children's healthy development: I mean to show that when parents are involved, students do better. This is mostly very important when you talk about physical education, obesity, family exercise, children carrying on the habit, eating right, dieting, and reading together. I just thought it was worth it. I think that's why we are working hard to get more parents into the school. I thought, older adult, not out of

unwillingness to help. They don't know what to do.

He also remembered that often communicating with parents when visiting a school: Field practice is a great time to share because parents are having fun. Doing jumping rope for heart health, I met many good parents who came voluntarily. Once they volunteered, they seemed more interested in the event as they had invested part of their time.

Teacher 1 further stated that his absence from family engagement meetings negatively affected his relationship with parents of students with disabilities: I used to be closer when I went to family engagement meetings. But now I have to meet up during school days so that D, the SKh Physical Education teacher, is the one attending the family engagement meetings... Most of my communication with parents is through the special education teacher.

Teacher 3 also explained that his absence from family engagement meetings hindered the development of his relationship with parents of students with disabilities: If I could attend family engagement meetings, a connection between the parents and me would be formed to support their child's physical education environment better. Currently, the relationship between parents and physical education teachers is SKh, so I get all the information through him or the special education teacher's intervention instead of direct communication with parents.

Teacher 2 also reflected that he had a good relationship with his parents, but his communication was mostly through the special education teacher: This is different but ... very good. You are acquainted, not all of them you know... others you don't know, you don't see them, so we communicate a lot through the special education teachers because they are always in touch... But I think overall very supportive.

The final theme once again reveals the impact of the interaction between personal and environmental factors. Teachers felt that direct involvement in family engagement meetings would ultimately increase student knowledge and facilitate student learning in inclusive general physical education subjects. Family (ward) engagement meetings are recognized as an important place that influences teacher instruction (behavior) when they include students with disabilities.

Discussion

The practice of inclusion of teachers in general physical education (behavior) is built through dynamic interactions between teachers' knowledge of the conditions, weaknesses, and educational goals (personal factors) of students and raises challenges and resources during the teaching process (environment). In the social cognitive paradigm, personal factors refer to a person's cognitive, affective, and psychomotor qualities that can interact with an individual's environment and

ultimately influence a person's behavior (Bandura, 1986). The first theme, engaging in learning, shows that teachers are highly motivated and interested in learning about students. What is very important is to acquire knowledge about the abilities and educational goals of the student. They need to understand students' strengths and weaknesses, disability conditions, and specific learning goals due to differences (e.g., autism, Down syndrome, cerebral palsy). Such motivation allows him to interact with various environments (e.g., communicate with others, review student family involvement), which results in learning behaviors about students with disabilities and researching teaching methods.

Bandura's social cognitive theory also underlines the influence of individual personal and environmental factors on the acquisition and learning new behaviors. Increasing the teacher's knowledge base covering the goals and talents of students with disabilities significantly influences teaching with recent actions of inclusive practices. Adjusting strategies to meet student needs illustrates new behaviors that have been acquired and demonstrated by teachers as a result of interactions between personal and environmental factors (Bandura, 1986). They use different teaching strategies such as

modifying assignments, various tools and having a peer tutor or peer system to include students in activities. Changing the environment, tasks, and equipment is the primary instructional strategy applied in inclusive settings (Block, 2007). However, teachers sometimes need to separate students with disabilities from their typical peers to provide individualized instruction in certain activities or meet learning needs due to their disability condition. According to (Bandura, 1986), the environment consists of three separate but related paradigms; the impacted, selected, and the built environment. The affected climate is the way children with disabilities participate in general physical education subjects. The background chosen includes how the available physical education teacher processes, interprets and makes meaning of the impacted environment. Finally, the constructed environment emerges as general physical education teachers navigate and implement decisions about behavior in the built environment (i.e., teaching strategies) to meet student needs. However, even in a general physical education teacher-made environment that incorporates inclusive teaching practices, challenges in the background still exist (e.g., separate practice, lack of support). General Physical Education teachers show that effective

teaching methods require open lines of communication among other team members, including parents (Solihin et al., 2020).

The final theme, moving beyond educational goals, illustrates that teacher behavior is heavily influenced by relationships with others (e.g., family engagement meetings). The teacher felt that his relationship with other team members made it possible to develop better instruction in a general physical education program. Teachers provide support for previous literature that recognizes the importance of home-school collaboration (An & Goodwin, 2007; An & Hodge, 2013; Widyawan, Ma'mun, Rahely, et al., 2020). Although both researchers focused on parents of children with disabilities, the findings were similar to the meaning of teacher involvement in family engagement meetings expressed in this study. The teachers felt that they had better support if they were to be involved in family engagement meetings as it would allow not only to have direct communication with parents but also to have the support needed in general physical education subjects.

CONCLUSION

In summary, the inclusion of general physical education teachers (e.g.,

behavior) results from dynamic interactions between the personal factors of available physical education teachers (e.g., knowledge of disabilities) and the environment (e.g., children's condition, lack of support). In this study, the general physical education teachers navigated the selected and selected physical education environments and built an inclusive instructional physical education environment for students with disabilities. As a result, an essential component of pre-service and in-service professional development should focus on empowering general physical education teachers to acquire the knowledge and skills necessary to manipulate the learning environment conducive to improving learning for all children, including students with disabilities.

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