



THE IMPLEMENTATION OF ADAPTIVE PHYSICAL EDUCATION WITH FUTBOLNET METHOD AT INCLUSIVE ISLAMIC ELEMENTARY SCHOOL

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Abstract

The involvement of students with special needs in learning Physical Education in Madrasah Ibtidaiyah (MI) is still excluded by the teacher. The reason is the inability of students with special needs to follow Physical Education learning or out of pity. Based on these problems, inclusive education comes as a modification using adaptive education, which is learning that involves all students; does not distinguish between students with special needs and others. In addition to fulfilling the learning aims, Adaptive Physical Education with the FutbolNet is also to grow inclusive values in students, namely: 1) effort, 2) respect, 3) teamwork, 4) humility, and 5) ambition. This study aimed to describe the implementation of adaptive physical education with the FutbolNet method in learning Physical Education at MI Inklusif Ma'arif Keji. This study was a qualitative approach with a case study research strategy. The subjects of this study were Physical Education teachers, class teachers, and special assistant teachers at MI Inklusif Ma'arif Keji. The results of this study indicate that the implementation of adaptive physical education with the FutbolNet method at MI Inklusif Ma'arif Keji is in accordance with the inclusive curriculum and FutbolNet modules in terms of planning, implementation, and evaluation of learning. The main factors for the successful implementation of this method are the skills and expertise of teachers who have been trained in the training management modules for madrasa/inclusive school, madrasa/inclusive school curriculum learning modules, and FutbolNet and Ma'arif Game modules.

Key words: Adaptive Physical Education, FutbolNet, MI Inklusif Ma'arif Keji.

INTRODUCTION

In Physical Education subjects, experience shows that teachers generally give dispensations to students who have physical, organic and functional conditions not to participate in learning. The dispensation is based on compassion for students who are weak or disabled. There is still a public assumption that is unethical to including disabled children in Physical Education subjects because their abilities are different from normal children (Tarigan, 2000, p. 11). That is precisely what happens to students with special needs, namely children in the process of growth or development of disorders or deviations (physical, mental, intellectual, social, emotional) that require special education services (Riadin et al., 2017, pp. 22-27).

The problems encourage the need for special learning services for students with special needs that are adapted to their conditions in each subject. Special services in the field of physical education are called adaptive physical

education (Rahim & Taryatman, 2018, pp. 364). It was further explained that adaptive physical education is one of education methods through a modified physical activity program. The goal of this method is that individuals with disabilities have the opportunity to participate safely, successfully, and obtain satisfaction in physical education subject (Hosni, 2003, p. 98).

In addition, adaptive physical education enables students with special needs to be able to actualize physical activities through directed and planned activities in learning programs (Abdoellah, 1996, p. 4-5). Thus, students with special needs still have the opportunity to have physical education learning experiences. As mentioned by the Ministry of National Education (2004, p. 131), physical education, sports, and health are media to encourage physical growth, psychological development, movement skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual, social) and the habituation of healthy lifestyles that boils down to stimulating the growth and development of a balanced physical and psychological quality.

Physical activity in inclusive Madrasah Ibtidaiyah MI) can use an adaptive approach. However, its implementation is different from the one that used in special education schools (SLB). In the case of students, inclusive MI involve both students with special needs and other students. In addition, the difference also lies in the learning system. SLB implements a segregation system which is deemed unsuccessful in providing social impacts or mental health of students. This system only bases the educational needs of children on labeling that pedagogically ignores children as unique and holistic individuals (Baharun & Awwaliyah, 2018). Meanwhile, inclusive education encourages the capacity of the education system to involve all students without exception (Haggis, 1991). This is done by efforts to strengthen equality and participation in accessing education and respond positively to the personal needs and learning competencies for all children (Iryayo et al., 2018).

Inclusive education centered on the needs of students to help them adapt to the education system. Inclusive education also ensures that every child, regardless of gender, language, ability, religion, citizenship or other traits, gets the role and ability to explore their full potential (Lindsay, 2007). Therefore, there are several individual characteristics that are considered for success in the implementation of inclusive education (Johnson in Lisa, 2010), namely: 1) autonomy (freedom of choice), 2) maintaining relationships with others, 3) interdependence, 4) have safety and trust, 5) have self-esteem and a sense of belonging, 6) take advantage of the opportunity to be generous with others, 7)

give and not always receive, 8) self-regulation, 9) achievement and goals, and 10) has the ability to communicate, pleasure and excitement.

The FutbolNet Method is an adaptive physical education method formulated and developed by the FC Barcelona Foundation that has partnered with UNICEF and ROTA to develop a 1in11 campaign, an effort to use the power of sports and games in education to help millions of girls and boys realize their potency. FutbolNet is a method not to achieve excellence in sports, but to create positive change by promoting the growth and development of children and young people through various sports games. This method is designed to teach sports values to children and young people so as to encourage the formation of human growth and development experiences that are set as priorities in social and community interventions (FutbolNet Module and Ma'arif Game, 2020). In connection with this goal, the FutbolNet method can be used to encourage the inclusion of children and young people who have disabilities, disseminate values related to sports to encourage changes in attitudes, embed healthy habits for children and young people, encouraging gender equality, providing empowering experiences for children and young people, providing space to meet each other, and dialoguing and exchanging experiences to encourage social cohesion and inclusion (FutbolNet Module and Ma'arif Game, 2020).

FutbolNet method is included in the category of inclusive physical education models that are adapted to inclusive educational institutions (Purwanto & Susanto, 2018, p. 104). It was further explained that inclusive values are part of the implementation of Physical Education values (Unesco, 2019, p. 13). Basically values are principles that help someone to control behavior; as fundamental beliefs that help a person choose certain behaviors and not do others; it provides a guide for someone to set personal goals or shared goals; it reflects the desires, feelings, and beliefs that are most important to humans; and as the basis for community life and relationships with others (FutbolNet Module and Ma'arif Game, 2020). Values can form characters that are terminologically interpreted as ways of thinking and behaving that are unique to each individual to live and work together, both within the scope of family, community, nation, and country (Putry, 2019). Character education is expected to form a positive attitude and not vice versa (Rochmawati, 2018, pp. 39).

The values in the FutbolNet method are: 1) effort, 2) respect, 3) teamwork, 4) humility, and 5) ambition (FutbolNet Module and Ma'arif Game, 2020). Efforts are encouragement that help us achieve the goals we make and achieve by way of overcoming various obstacles in our daily lives. In physical education the value of

effort can be reflected by determining the rules made by students so that they try to implement them (Taylor et al., 2010, p. 99-120). Discipline factors become important in growing the value of effort in physical education (Baghurst, 2013, p. 51-55).

The value of effort has pedagogical and specific aims as follows.

Pedagogical Aims	Specific Aims
1. Encourage the formation of experience followed by reflection and understanding of the meaning of effort.	1.1. Move and motivate that everything that is done must be the best. 1.2. Encourage reflection on the positive consequences of effort or effort.
2. Plan to achieve the desired goals.	2.1. Use planning as a tool to help achieve the purposes. 2.2. Learn how to set and prioritize purposes.
3. Cultivating pro-active attitudes	3.1. Teach to accept frustration. 3.2. Teach to celebrate the successes achieved as a team.

Table 1. The Pedagogical and Specific Aims of Effort Value

Respect for oneself, others, and the environment rules are essential for the social development of an individual (Ginting, 2014, pp. 3). The keyword respect is that every child has the right to receive respect for his inherent dignity and to obtain his universal human rights in the education system (Unicef, 2007, p. 35-37). The value of respect contains pedagogical and specific aims as follows.

Pedagogical Aims	Specific Aims
1. Learn to respect yourself and others	1.1. Encourage sincerity to yourself and others. 1.2. Supporting equal rights and opportunities for everyone. 1.3. Increase dialogue to resolve conflicts. 1.4. Encourage equal participation in the game. 1.5. Support gender equality during competition.
2. Know how to set and learn to respect rules.	2.1. Provides strategies for establishing the various norms and adaptations of the game which increase inclusion among the players. 2.2. Help the group to accept these rules.

3. Take care of the environment/schools/public facilities/property/food/sports equipment.	3.1. Respect and care for the environment and others in FutbolNet.
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Table 2. The Pedagogical and Specific Aims of Respect Value

Teamwork is collaboration in a group with the aim of developing shared potential more effectively (Barker & Quennerstedt, 2017, pp. 340-345). This value reduces the level of competition to give way to collaboration, inclusion, and mutual trust because teamwork is a remedy for individualism and social isolation (Barker et al., 2015, pp. 604–623). There are key ideas related to teamwork in Physical Education, namely: 1) the existence of a logical relationship in interaction; 2) methods originating from various forms of semiotics are used for collaboration between one another; 3) the importance of interpretation as a driver of interaction; 4) the creation of a local environment where participants attend and work together in a world of shared perception; and 5) material environmental influences in social interactions (Barkera, et al., 2015, pp. 604-623). The value of teamwork contains pedagogical and specific aims as follows.

Pedagogical Aims	Specific Aims
1. Encourage teamwork and help each other.	1.1. Help friends when they need help. 1.2. Encourage strategies development to make group decisions.
2. Encourage participation and listen actively.	2.1. Encourage dialogue and reflection in activities. 2.2. Encourage active participation from fellow friends 2.3. Adapt activities so that all children and young people can actively participate.
3. Work autonomously and make decisions.	3.1. Supporting player autonomy to make new adaptations in activities. 3.2. Encourage a sense of responsibility to help launch the session.

Table 3. The Pedagogical and Specific Aims of Teamwork Value

Humility is the ability to recognize the qualities we have and not boast about them. Self understanding and the willingness to learn is also the definition of a humble person (Module FutbolNet and Ma'arif Game, 2020). In addition to understanding yourself, humble functions to understand diversity and accept differences. A physical education teacher must pay attention to the value of social justice in the scope of the learning activities, so that the value of humility can be

understood by students correctly (Cervantes & Clark, 2020, pp. 57-71) . The value of humality has pedagogical and specific aims as follows.

Pedagogical Aims	Specific Aims
1. Explore the meaning of self humility and others.	1.1 Teach the difference between self-confidence and self-pride. 1.2 Analyze the consequences of actions and provide judgment.
2. Recognize various feelings and emotions.	2.1 Learn to recognize your own emotions and feelings. 2.2 Prioritizing opportunities where the good of others can be valued.
3. Able to recognize other people's strengths and express appreciation.	3.1 Encourage an atmosphere of mutual trust where fellow players can admit each other's mistakes. 3.2. Allow fellow friends to help.

Table 4. The Pedagogical and Specific Aims of Humality Value

Ambition can be positive or negative depending on one's will. Ambition can be defined as the desire to achieve goals. Having positive ambition is beneficial because it encourages actions that respect others in achieving their goals (FutbolNet Module and Ma'arif Game, 2020). Ambition becomes important as an effort to get out of the problem of the formality of Physical Education activities, when children are not motivated to engage in physical activities. The ambition of physical activity, besides having a health impact, also provides welfare (Thorburn et al., 2011, pp. 383-398). The value of ambition has pedagogical and specific aims as follows.

Pedagogical Aims	Specific Aims
1. Understand ambition as the capacity to overcome personal and collective challenges.	1.1. Reflecting the positive and negative meanings of ambition. 1.2. Striving to overcome challenges individually and together.
2. Learn to recognize your own strengths and grow confidence.	2.1. Teach to identify individual and group challenges. 2.2. Challenge yourself to become better by overcoming obstacles.
3. Give the best of yourself and achieve the goals set.	3.1. Increase self motivation to do the best.

Table 5. The Pedagogical and Specific Aims of Ambition Value

FutbolNet method values do not only affect the positive attitude of children with special needs, but also affect the positive responses of other children in inclusive madrasa. Positive values can form positive attitudes. The attitude, according to Ahmadi (Hasnul, 2011) is the readiness to respond consistently in a positive or negative form to an object or situation. Omran provides a description of the attitude as follows: (1) attitude as a combination of affective, cognitive, and conation (definition of three components), (2) attitude as a positive or negative assessment of a particular object expressed with a certain intensity (Omran, 2014, pp. 141-151). Attitude is a brief evaluation of everything based on cognitive, emotional, and behavioral information. According to David Shield and Brenda Bredemeir as quoted by Hariadi (2014, pp.100), there are four good values displayed if someone who has a good attitude or character, that is able to display the value of compassion (compassion), fairness (fairness), sportsmanship (dexterity), and integrity.

The implementation of adaptive physical education learning with the FutbolNet method requires the optimal teacher role. A teacher must have an exemplary profile, be flexible, be sport-oriented, be attentive, empathize, encourage dialogue, be constructive, build an inclusive team, plan, and pay attention to the child's context. The teacher must also be a good example in the implementation of values and discipline in a way that arrives before children come, follow the manual, and decide on the activities to be carried out, seek new exercises, prepare the field before the exercise is carried out, set an example of the values FutbolNet value, bringing material to storage after the end of the exercise (FutbolNet Module and Ma'arif Game, 2020).

Teacher education programs are attempting to provide all future teachers with experiences that enhance the pedagogical ability to teach students with a variety of needs. As such, the concept of motivation has been deemed a crucial aspect of effective instruction. (Perlman, Dana and Piletic, Cindy, 2012). Physical education teacher education students are being provided with limited coursework (commonly one semester long subject) within higher education to effectively support and develop the pedagogical and content knowledge for providing a developmentally and educationally appropriate learning context (Ayers & Housner, 2008).

Social interactions and attitudes also affect physical education teachers in inclusive schools. Six focus that influence physical education in inclusion, namely: (a) support, (b) influence on their peers who are not disabled, (c) attitudes and intentions of children without disabilities, (d) social interaction, (e) conditions

physical disabilities students and (f) GPE teacher training and attitudes (Block & Obrusnikova, 2007, pp. 103-124). The teacher must also have a strategy in achieving the learning objectives by leading the exercise in a positive, safe and trusting atmosphere; set an example and support reflection; know how to improvise and adapt to activities during training; listen actively to the participants; mediate to resolve conflicts; and applying "time out" if needed. (Module FutbolNet and Ma'arif Game, 2020).

Responding to the condition of the Covid-19 pandemic, Physical Education still needs to go according to individual education plans even though by distance learning. Teachers are asked to be active in designing alternative instructions and lessons that promote physical and social activity from Physical Education, and may be supported by software (McNamara & Dillon, 2020). The challenge for teachers to be more creative in providing lessons with online media.

The differences in special education services, including Adapted Physical Education in the several countries were identified. The academic standards in Adaptive Physical Education were defined in four parts: (1) professional competencies of physical education teachers; (2) occupation description of the physical education teachers, (3) Functional Map in Adaptive Physical; and (4) Knowledge, Competence and Skills Framework in Adaptive Physical (Klavina, A., Kudacek, M, 2011).

In the implementation of learning the teacher follows the session as follows. First, the presentation is the beginning part of a session. The teacher and children sit in a circle to encourage children's self-confidence among themselves. The teacher introduces a certain value and asks the children about the meaning of the value: what do children know about that value; in what situations can these values be found; and can the children give some examples. The teacher explains the activities the children will be doing that day. Efforts to help children understand the meaning of a value will improve their learning process (Module FutbolNet and Ma'arif Game, 2020).

Second, warm up activity. Before starting to practice and do physical activities, it is very important to warm up. It is beneficial for the long term to prepare the body for exercise both in terms of physical or mental, and is very helpful to avoid injury. Based on the above reasons, it is important to start the session with medium intensity games, a kind of recreation, so that participants are allowed to start all physiological mechanisms that prepare the body for physical training (FutbolNet Module and Ma'arif Game, 2020).

Third, learning activities. Learning activities are values-based sports

activities that we want to instill. At the end of each activity there is a reflection that helps children understand values and relate them to certain social problems. Teacher makes an effort for participants to: 1) socialize, get to know one another among themselves; 2) discuss with mutual respect and develop critical thinking skills, reflect values, attitudes and related social problems; 3) exercise autonomy and the ability to make decisions among themselves; 4) develop value learning that is meaningful for themselves (Module FutbolNet and Ma'arif Game, 2020).

Fourth, FutbolNet match. FutbolNet Game is divided into three rounds. The first round is used to reach agreements regarding behavior and rules in the match. Teacher try to encourage dialogue and interaction between the players. The second round is a match that is played following the agreed rules. In the third round the players assess their own compliance with the agreement reached and determine the outcome. The fixed rule of the FutbolNet match is that there are no referees. The players must overcome the faults and agree to the rules of the game (Module FutbolNet and Ma'arif Game, 2020).

Fifth, cooling activity. After sessions that involve a lot of physical activity, it is important to gradually reduce the intensity of the following exercises, to help the body and mind return to a stable or balanced state. Cooling and stretching at the end of the exercise will help to: 1) slow the heart rate back to normal speed; 2) restore breathing to a regular pattern; 3) avoiding muscles becoming stiff and painful, 4) reducing the risk of dizziness and decreased awareness, and 5) relaxing muscles (Module FutbolNet and Ma'arif Game, 2020).

Sixth, closing. This section is the last in a series of sessions where teachers and students share and discuss experiences in sessions that have been passed to evaluate what students have learned (Module FutbolNet and Ma'arif Game, 2020).

In 2017-2019, MI Inklusif Ma'arif Keji Ungaran, Central Java was one of the target madrasa in the Pilot Project Cooperation between LP Ma'arif NU Jawa Tengah and UNICEF in the Modeling and Promoting the Inclusion and Participation of Children with Disabilities in Madrasah through the Implementation of Inclusive Education and Adapted Physical Education Program. This program used sports as an entry point to introduce an inclusive approach to the learning process at school. Sports are considered to be a tool to increase the confidence of children with disabilities and increase awareness of parents and the community to reduce stigma and prejudice against children with disabilities.

The implementation of adaptive physical education in madraah ibtdaiyah (MI) is inseparable from the standards of the primary education process.

Standards include the process of planning, implementation, and evaluation of learning that has been adapted to the abilities of children with special needs (Forestry et al., 2019, pp. 35-37). Based on the Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 regarding Primary and Secondary Education Process Standards, the learning activities in the education unit is held interactively, inspiratively, fun, challenging, motivates students to participate actively, as well as provide sufficient space for initiatives, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For this reason, each education unit conducts plan, implementation, and evaluation of learning process to improve the efficiency and effectiveness of the achievement of graduate competencies.

Planning of learning is designed in the form of a syllabus and lesson plan (*Rencana Pelaksanaan Pembelajaran, RPP*) that refers to the Content Standards. Planning, including the preparation of lesson plan, learning media, learning resources, learning assessment tools, and learning scenarios. Preparation of Syllabus and RPP adapted to the learning approach.

Learning activities is implementation of lesson plan, including preliminary, core, and closing activities. In preliminary activities a teacher must prepare carefully so that students are optimally ready to receive lessons. Furthermore, the core activities use learning models, learning methods, learning media, and learning resources that are adapted to the characteristics of students and subjects. In the closing activity, both teacher and students individually and in groups do reflection to evaluate.

Research conducted by Andi Wicaksono Setyawan states that the implementation of adaptive physical education in special schools has obstacles because the implementation is still as in regular schools. The challenge is bigger when it is in an inclusive school with religious students. There needs to be a new method in implementing adaptive physical education in inclusive madrasas.

The aim of this study is to prove that the application of the FutbolNet method is in accordance with this background. For this reason, researchers conducted study to describe the applicability of adaptive physical education with the FutbolNet method for students with special needs at MI Inklusif Ma'arif Keji so that it can be known whether the learning of adaptive physical education with the FutbolNet method has been done well or not.

METHOD

This study used a qualitative approach with a case study research

strategy. The subjects in this study were physical education teachers, class teachers, and special education teachers at MI Inklusif Ma'arif Keji.

Data collection techniques are ways of collecting data needed to answer the problem formulation in a study (Noor, 2011). They were interviews, observation and document study. Interviews are used to obtain information relating to facts, beliefs, feelings, desires, and needs to meet research objectives (Rosaliza, 2015, pp. 71-79). Interviews were conducted with physical education teachers, class teachers and special assistant teachers.

Methods of data collection by interviewing school principals, adaptive physical education teachers, classroom teachers and students with special and regular needs. The observations were made when adaptive Physical Education activities were carried out and in classroom learning. The next step is studying documents consisting of the syllabus, adaptive lesson plans and other subjects with an inclusive curriculum.

RESULT AND DISCUSSION

MI Inklusif Ma'arif Keji is a private madrasah ibtidiyyah (MI) located in Kecamatan Ungaran Barat, Kabupaten Semarang, Jawa Tengah. MI Inklusif Ma'arif Keji organizes inclusive education based on Keputusan Direktur Jendral Pendidikan Islam Nomor 3211 Tahun 2016 tentang Penetapan Dua Puluh Dua (22) Madrasah Inklusif. Thus, the curriculum used in learning activities in MI Inklusif Ma'arif Keji, including Physical Education subjects, is an inclusive curriculum. Physical Education learning activities are guided by adaptive physical education teachers, homeroom teachers, class teachers, and five special assistant teachers.

1. Planning

The results showed that the teacher was able to plan learning activities well. The components of the lesson plan (RPP) of Physical Education subjects using the FutbolNet method have been adapted to the inclusive curriculum (The data is obtained from the document of MI Inklusif Keji). The RPP has included core competencies, basic competencies, indicators, learning material, subject, learning media, learning resources, and assessment. This is in accordance with the opinion of Kim & Bolger (2017, p. 587-605) which states that the RPP is a written teaching preparation made by each teacher to teach students programmatically according to the applicable curriculum. The RPP is developed based on the syllabus to give direction to the teacher in the learning. In addition to the preparation of the RPP, the study document explains that the physical

education teacher also makes an annual and semester program.

The inclusive curriculum in Physical Education subjects with the FutbolNet method is designed so that children and young people remain motivated for 45 minutes to 2 hours depending on the time available. Learning is carried out with a frequency once or twice a week for 12 to 24 weeks. The implementation of the FutbolNet method in Physical Education subjects is explained in the following table.

TIME AVAILABLE	2h	1h 30'	1h	45'
INTRODUCTION	10'	5'	5'	x
WARM UP	15'	5'	x	x
LEARNING ACTIVITIES	45'	30'	20'	20'
THE FUTBOLNET MATCH	30'	30'	25'	20'
COOL DOWN	10'	10'	X	x
CLOSING	10'	10'	10'	5'

Table 6. The Implementation of the FutbolNet Method in Physical Education Subjects (Modul FutbolNet dan Ma'arif Game, 2020)

The implementation of adaptive physical learning with the Futbolnet method at MI Ma'arif Keji is in accordance with the main teaching activities. According to Bafadal (1992: 37), implementing skills are the professional duty of teachers in creating a system or carrying out teaching activities. There are three main tasks or activities in implementing teaching, namely: 1) opening teaching, 2) manage teaching activities and 3) close teaching.

2. Learning Activities

In learning activities the teacher has been guided by the FutbolNet module and the Ma'arif Game which has been trained. The sessions take place in the following sequence: 1) presentation; 2) warm up activity); 3) learning activities; 3) FutbolNet match; 4) cooling activity; and 5) closing.

Skilled teachers are a critical factor in the successful implementation of adaptive physical education with the FutbolNet method. Adaptive physical education teachers at MI Inklusif Ma'arif Keji not only master the subject matter, but also can create a pleasant and conducive atmosphere so that the lesson can run effectively and in accordance with the lesson plan. The teacher used learning methods that are adapted to the conditions of students, namely lectures, questions and answers, demonstrations, and direct assistance.

Based on observations, the subjects of this study, namely physical education teachers, class teachers, and special assistant teacher were involved in implementing adaptive physical education learning with the FutbolNet method. The teacher has a background in Physical Education who certainly has the insight and knowledge to teach according to his field. Teachers who do not have a physical education background have been trained to improve their quality in teaching adaptive physical education.

The teacher success factor was also influenced by the implementation of the LP Ma'arif NU Jawa Tengah collaboration program with Unicef in the form of training modules on change management in inclusive madrasas/schools and curriculum modules and learning inclusive madrasas/schools for all teachers. Furthermore, all teachers are also trained to use the FutbolNet module so that they master every stage of adaptive Physical Education learning with the FutbolNet method.

Learning activities will run well if the methods used are supported by good infrastructure. The learning activities of adaptive physical education are also supported by adequate infrastructure and teaching materials. The learning resources are used recycled materials, such as: balls made of paper rolls, ball baskets that are used as trash bins, bat from bamboo, and field dividers derived from plastic bottles.

During the learning activities students with special needs and normal students can blend in well. They actively and enthusiastically participate in learning activities. Physical education teachers, class teachers, and special assistant teacher work together so students can participate in learning and fun. The teacher's creativity in modifying learning into a fun game makes students enthusiastic and active.

The results of that observations are in accordance with research by Mulyana Abdullah (2018, pp. 119-128) concerning Developing Learning for Children with Special Needs in Inclusive Education through the Mentoring Partner Learning Model. Factors that influence the success of this method are the direct involvement of teachers who have special educational basis in planning, implementing and evaluating as well as the availability of adequate learning facilities and infrastructure for children with special needs.

The results of the study are in line with the research results of Silmi Forestry, Agus Kristiyanto, Edy Legowo (2019, pp. 35-37) regarding the implementation of Adaptive Physical Education for Children with Special Needs at SD Lazuardi Kamila. A skilled teacher is a determining factor for the success of

implementing adaptive physical education learning. A physical education teacher with a background of course has insight and teaching knowledge in accordance with their field. The teachers who do not have a physical education background but have attended training can improve their quality in teaching physical education.

3. Learning Evaluation

Learning evaluation in adaptive physical education at MI Inklusif Ma'arif Keji is included in good categories. This is indicated by the aspects of values and assessment procedures in learning evaluation. The value aspects used are physical, psychomotor, cognitive, and affective aspects. The teacher assesses students with a minimum grade adjusted to the standard conditions of students. In addition, the teacher also assesses the seriousness of students as appreciation in physical education studies.

CONCLUSION

Based on the results of the study, it was concluded that adaptive physical education with the FutbolNet method for students with special needs at MI Inklusif Ma'arif Keji has done quite well. Based on findings, planning, learning activities, and evaluation have been adjusted to the conditions of students. The main factor is the role of teacher who is skilled and masters learning. The teachers have been trained on three inclusive modules which are part of the collaboration program of LP Ma'arif NU Jawa Tengah and Unicef.

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