

**IMPLEMENTASI PENJAS ADAPTIF PADA SEKOLAH LUAR BIASA
DI KOTA CIREBON**

TESIS

Diajukan Untuk Memenuhi Sebagian Dari Syarat Memperoleh Gelar Magister
Pendidikan Progam Studi Pendidikan Olahraga



Oleh
Muhammad Sofyan Anggara
NIM 2105266

**PROGRAM STUDI PENDIDIKAN OLAHRAGA
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
BANDUNG
2023**

LEMBAR HAK CIPTA

**IMPLEMENTASI PENJAS ADAPTIF PADA SEKOLAH LUAR BIASA
DI KOTA CIREBON**

Oleh
Muhammad Sofyan Anggara
NIM 2105266

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat untuk memperoleh
gelar Magister Pendidikan pada
Program Studi Pendidikan Olahraga
Sekolah Pascasarjana UPI

© Muhammad Sofyan Anggara 2023
Universitas Pendidikan Indonesia
April 2023

Hak cipta dilindungi oleh undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difotocopy, atau cara lainnya tanpa ijin dari penulis.

LEMBAR PENGESAHAN

Muhammad Sofyan Anggara

2105266

**IMPLEMENTASI PENJAS ADAPTIF PADA SEKOLAH LUAR BIASA
DI KOTA CIREBON**

Disetujui dan disahkan oleh Dosen Pembimbing :

Pembimbing I



Prof. Dr. H. Adang Suherman, M.A.

NIP. 196306181988031002

Pembimbing II



Dr. Yudy Hendrayana, M.Kes., AIFO.

NIP. 196207181988031004

Mengetahui,

**Ketua Program Studi
pendidikan olahraga**

Sekolah Pascasarjana Universitas Pendidikan Indonesia



Prof. Dr. Amung Ma'mun, M.Pd.

NIP. 196001191986031002

IMPLEMENTASI PENJAS ADAPTIF PADA SEKOLAH LUAR BIASA DI KOTA CIREBON

Muhammad Sofyan Anggara, Adang Suherman & Yudy Hendrayana
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
sofyan.anggara1995@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tentang bagaimana Implementasi Penjas Adaptif Pada Sekolah Luar Biasa Di Kota Cirebon. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Teknik pengambilan sampel menggunakan *purposive sampling*. Jumlah sampel adalah 6 orang siswa dimasing-masing sekolah. Teknik analisis data dalam penelitian ini yaitu penyajian data, reduksi data, penarikan kesimpulan dan isu etik. Berdasarkan hasil penelitian dan pembahasan yang telah dipaparkan dapat diambil kesimpulan bahwa pembelajaran pendidikan jasmani adaptif anak berkebutuhan khusus di kota Cirebon Guru pendidikan jasmani lebih mempertimbangkan peningkatan kemampuan aktivitas jasmani yang ditunjukkan oleh anak berkebutuhan khusus meskipun hanya 90 % sebagian besar. Metode pembelajaran yang direncanakan sebelum dilaksanakannya pembelajaran adalah metode perintah. Guru pendidikan jasmani telah merencanakan sebelumnya kegiatan evaluasi yang akan dilakukan. Dalam pemilihan tes, guru pendidikan jasmani tidak terlalu mempertimbangkan kriteria dalam memilih tes yang terdiri dari penghematan, validitas, reliabilitas dan tujuan. Tes dilakukan agar dapat mengetahui kemajuan kemampuan anak tunagrahita berdasarkan tujuan yang telah dirancang.

Kata kunci : *Penjas Adaptif, Sekolah Luar Biasa, Implementasi*

IMPLEMENTATION OF ADAPTIVE PENJAS IN SPECIAL SCHOOLS IN CIREBON CITY

Muhammad Sofyan Anggara, Adang Suherman & Yudy Hendrayana
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
sofyan.anggara1995@gmail.com

ABSTRACT

This study aims to find out about how the implementation of Adaptive Physical Education in Special Schools in the City of Cirebon. The method used in this research is descriptive qualitative method. Data collection techniques using observation techniques, interviews, and documentation. The sampling technique used purposive sampling. The number of samples is 6 students in each school. Data analysis techniques in this study are data presentation, data reduction, drawing conclusions and ethical issues. Based on the results of the research and discussion that has been presented, it can be concluded that adaptive physical education learning for children with special needs in the city of Cirebon. The learning method that was planned before the learning was carried out was the command method. The physical education teacher has previously planned the evaluation activities to be carried out. In selecting tests, physical education teachers do not really consider the criteria in selecting tests consisting of savings, validity, reliability and purpose. The test is carried out in order to find out the progress of the ability of mentally retarded children based on the goals that have been designed.

Keyword: *Adaptive Physical Education, Special Schools, Implementation.*

DAFTAR ISI

LEMBAR HAK CIPTA	i
LEMBAR PENGESAHAN.....	ii
LEMBAR PERNYATAAN KEASLIAN	iii
KATA PENGANTAR	iv
UCAPAN TERIMA KASIH	v
ABSTRAK	vii
ABSTRACT	viii
DAFTAR ISI	ix
DAFTAR TABEL	xii
DAFTAR GAMBAR	xiii
DAFTAR LAMPIRAN	xiv
BAB I PENDAHULUAN	1
1.1. Latar Belakang	1
1.2. Rumusan Masalah	7
1.3. Tujuan Penelitian	8
1.4. Manfaat Penelitian.....	8
1.4.1. Manfaat Teoritis	8
1.4.2. Manfaat Praktis.....	8
1.5. Struktur Organisasi.....	9
BAB II TINJAUAN PUSTAKA	10
2.1. Pembelajaran Pendidikan Jasmani Adaptif	10
2.2. Kurikulum 2013	15
2.2.1. Strategi Pembelajaran	19
2.2.2. Sumber Belajar	19

2.2.3. Evaluasi Pembelajaran	20
2.3. Implementasi pembelajaran	21
2.4. Implementasi Pendekatan Penjas	22
2.5. Sekolah Luar Biasa.....	24
2.5.1. Bentuk Satuan Pendidikan Khusus Di Sekolah Luar Biasa	26
2.6. Perspektif Sekolah Luar Biasa	28
2.7. Kerangka Berpikir	30
BAB III METODOLOGI PENELITIAN.....	32
3.1. Desain Penelitian.....	32
3.2. Partisipan Dan Tempat Penelitian	33
3.2.1. Partisipan.....	33
3.2.2. Tempat Penelitian	34
3.3. Teknik Pengumpulan Data	35
3.3.1. Observasi.....	36
3.3.2. Wawancara	36
3.3.3. Dokumentasi	36
3.4. Instrumen Penelitian.....	36
3.5. Teknik Keabsahan Data.....	39
3.6. Analisis Data.....	41
3.6.1. Penyajian Data (<i>Data Display</i>)	42
3.6.2. Reduksi Data (<i>Data Reduction</i>)	42
3.6.3. Penarikan Kesimpulan (<i>Verification</i>) / Interpretasi.....	43
3.7. Isu Etik.....	43
BAB IV HASIL PENELITIAN DAN PEMBAHASAN	44
4.1 Hasil Penelitian	44
4.1.1. Deskripsi Lokasi Penelitian	44
4.1.2. Deskripsi Subyek Penelitian	45
4.1.3. Deskripsi Pembelajaran Pendidikan Jasmani Adaptif	46
4.1.4. Deskripsi Perencanaan Pembelajaran Pendidikan Jasmani Adaptif ...	46

4.2. Pembahasan	66
4.2.1. Proses Pelaksanaan Pembelajaran Pendidikan Jasmani Adaptif	66
BAB V KESIMPULAN	74
5.1. Simpulan	74
5.2. Implikasi	75
5.3. Rekomendasi.....	75
DAFTAR PUSTAKA	77
LAMPIRAN	89

DAFTAR PUSTAKA

- Alison Doyle, parent perspectives on supported transition planning for young people with Special Educational Needs and Disabilities in Ireland (2017) *Journal of Research in Special Educational Needs* Volume Number doi: 10.1111/1471-3802.12385
- Ammah, J. O. A., & Hodge, S. R. (2005). Secondary physical education teachers' beliefs and practices in teaching students with severe disabilities: A descriptive analysis. *The High School Journal*, 89, 40–54.
- Amy Catalano (2014) Improving Distance Education for Students with Special Needs: A Qualitative Study of Students' Experiences with an Online Library Research Course, *Journal of Library & Information Services in Distance Learning*, 8:1-2, 17-31, DOI: 10.1080/1533290X.2014.902416 To link to this article: <http://dx.doi.org/10.1080/1533290X.2014.902416> : Routledge
- Amy Conley Wright & Sarah Taylor (2014) Advocacy by Parents of Young Children With Special Needs: Activities, Processes, and Perceived Effectiveness, *Journal of Social Service Research*, 40:5, 591-605, DOI: 10.1080/01488376.2014.896850 To link to this article: <http://dx.doi.org/10.1080/01488376.2014.896850> : Routledge
- Ana Rey, Judit Fullana & Maria Pallisera (2021): Personal support networks of adolescents with intellectual disabilities in secondary education, *European Journal of Special Needs Education*, DOI: 10.1080/08856257.2021.1911524 To link to this article: <https://doi.org/10.1080/08856257.2021.1911524> : Routledge
- Andy Anderson (1997) Learning Strategies in Physical Education: Self-Talk, Imagery, and Goal-Setting, *Journal of Physical Education, Recreation & Dance*, 68:1, 30-35, DOI: 10.1080/07303084.1997.10604874 To link to this article: <http://dx.doi.org/10.1080/07303084.1997.10604874>
- Anna Arstein-Kerslake & Eilíonóir Flynn (2015): The General Comment on Article 12 of the Convention on the Rights of Persons with Disabilities: a roadmap for equality before the law, *The International Journal of Human Rights*,

DOI: 10.1080/13642987.2015.1107052 To link to this article:

<http://dx.doi.org/10.1080/13642987.2015.1107052> : Routledge

Anne Coffey, Relationships: The key to successful transition from primary to secondary school? 2013 Reprints and permissions:

sagepub.co.uk/journalsPermissions.nav

DOI: 10.1177/1365480213505181 imp.sagepub.com

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Pendidikan* Bandung: Bumi Aksara

Ashley Casey & Victoria A. Goodyear (2015) Can Cooperative Learning Achieve the Four Learning Outcomes of Physical Education? A Review of Literature, *Quest*, 67:1, 56-72, DOI: 10.1080/00336297.2014.984733 To link to this article: <http://dx.doi.org/10.1080/00336297.2014.984733> : Routledge

Avramidis, E., & Kalyva, E. (2007). The influence of teaching experience and professional development on Greek teachers' attitudes towards inclusion. *European Journal of Special Needs Education*, 22, 367–389. doi:10.1080/08856250701649989

Badriah. Dewi.Laelatul. 2012. *Metodologi Penelitian*. Bandung: Multazam

Bashir Abu-Hamour & Hanan Al-Hmouz , *European Journal of Special Needs Education* (2013): Special education in Jordan, *European Journal of Special Needs Education*, DOI: 10.1080/08856257.2013.859820 To link to this article: <http://dx.doi.org/10.1080/08856257.2013.859820> Routledge

Barroso, C. S., McCullum-Gomez, C., Hoelscher, D. M., Kelder, S. H., & Murray, N. G. (2005). Selfreported barriers to quality physical education by physical education specialists in Texas. *The Journal of School Health*, 75(8), 313–319.

Boyd, P. 2005. "Primary-Secondary Transition: An Introduction to the Issues." *TES Scotland Continuing Professional Development in Education*. Paisley, Scotland: Hodder and Gibson

Buysse, V., Davis Goldman, B., & Skinner, M. L. (2002). Setting effects on friendship formation among young children with and without disabilities. *Exceptional Children*, 68, 503–517.

- Bunch, G. C., & Valeo, A. (2017). Perspectives on inclusive education: A synthesis of research findings on best practices for co-teaching and collaboration. *Journal of Special Education Leadership*, 30(2), 61-70.
- Bae, S. J., & Jung, H. Y. (2018). Inclusion in Korean schools: teachers' perspectives on inclusive education for students with disabilities. *International Journal of Inclusive Education*, 22(8), 870-883.
- Boyle, C., & Topping, K. (2018). Supporting the emotional wellbeing of pupils with additional support needs in mainstream schools: the perspectives of teachers and support staff. *Emotional and Behavioural Difficulties*, 23(1), 98-113
- C. Cambra & N. Silvestre (2003) Students with special educational needs in the inclusive classroom: social integration and self-concept, *European Journal of Special Needs Education*, 18:2, 197-208, DOI: 10.1080/0885625032000078989
To link to this article: <http://dx.doi.org/10.1080/0885625032000078989>
- Callus, M., and R. Farrugia. 2016. *The Disabled Child's Participation Rights*. London: Routledge.
- Caroline Bark and Greg Brooks How can children with mild literacy difficulties be supported at the transition to secondary school? A small-scale quasiexperimental study (2017) *Secondary Transition*
DOI: 10.1111/1467-8578.12158
- Cervantes, C. M., & Meaney, K. S. (2013). Examining service learning literature in physical education teacher education: Recommendations for practice and research. *Quest*, 65, 332–353.
- Chiu-ling Liu, Chin-tien Ding & Yueh-po Huang (2018): Teaching adapted physical education in the primary years – Taiwanese teachers' attitudes, *Sport in Society*, DOI: 10.1080/17430437.2018.1529169 To link to this article: <https://doi.org/10.1080/17430437.2018.1529169>
- Davide Parmigiani , Vincenza Benigno , Marta Giusto , Chiara Silvaggio & Sara Sperandio (2020): E-inclusion: online special education in Italy during the Covid-19 pandemic, *Technology, Pedagogy and Education*, DOI: 10.1080/1475939X.2020.1856714 To link to this article:

<https://doi.org/10.1080/1475939X.2020.1856714> : Routledge

Deborah J. Gallagher, David J. Connor & Beth A. Ferri (2014) Beyond the far too incessant schism: special education and the social model of disability, *International Journal of Inclusive Education*, 18:11, 1120-1142,

DOI: 10.1080/13603116.2013.875599 To link to this article:

<http://dx.doi.org/10.1080/13603116.2013.875599> : Routledge

Deng, M., & Manset, G. (2000). Analysis of the “Learning in Regular Classrooms” movement in China. *Mental Retardation*, 38, 124–130. doi:10.1352/0047-6765(2000)038 2.0.CO;2

Deng, M., & Poon-Macbrayer, K. F. (2004). Inclusive education in China: Conceptualisation and realisation. *Asia Pacific Journal of Education*, 24, 143–156. doi:10.1080/02188791.2004. 10600206

Dyke, P., J. Bourke, G. Llewellyn, and H. Leonard. 2013. “The Experiences of Mothers of Young Adults with an Intellectual Disability Transitioning from Secondary School to Adult Life.” *Journal of Intellectual and Developmental Disability* 38 (2): 149–162. doi:10.3109/13668250.2013.789099.

Edward L. Deci , Robert J. Vallerand , Luc G. Pelletier & Richard M. Ryan (1991) *Motivation and Education: The Self-Determination Perspective*, *Educational Psychologist*, 26:3-4, 325-346, DOI: 10.1080/00461520.1991.9653137 To link to this article: <http://dx.doi.org/10.1080/00461520.1991.9653137>.

Erick Burhaein 2022 : Profile of changes in adaptive physical education learning during the Covid-19 pandemic *Innovation on Education and Social Sciences – Maureen et al (Eds) © 2022 copyright the Author(s), ISBN 978-1-032-20752-0* Open Access: www.taylorfrancis.com, CC BY-NC-ND 4.0 license.

Frank Lindberg & Lena Mossberg (2018): Competing orders of worth in extraordinary consumption community, *Consumption Markets & Culture*, DOI: 10.1080/10253866.2018.1456429 : Routledge

Frederickson, N., Dunsmuir, S., Lang, J., & Monsen, J. J. (2004). Mainstream-special school inclusion partnerships: Pupil, parent and teacher perspectives. *International Journal of Inclusive Education*, 8, 37–57.

- Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), 119-135.
- Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), 119-135.
- Farrell, P., & Ainscow, M. (2019). Promoting equity and excellence in education: A dialogue with John Hattie. *Educational Review*, 71(1), 1-19.
- Gertraud Kreamsner (2021): Becoming an inclusive teacher: reducing gaps in theory and practice through inclusive research, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2021.1882055 To link to this article: <https://doi.org/10.1080/13603116.2021.1882055> : Routledge
- Gurvitch, R., & Lund, J. (2014). Animated video clips: Learning in the current generation. *Journal of Physical Education, Recreation & Dance*, 85(5), 8–17.
- Green, K. 2008. *Understanding Physical Education*. London: SAGE.
- Jindal-Snape, D., and D. J. Miller. 2008. “A Challenge of Living? Understanding the Psycho-Social Processes of the Child during Primary-Secondary Transition through Resilience and Self-Esteem Theories.” *Educational Psychology Review* 20: 217–236. doi:10.1007/s10648-008-9074-7.
- Joonkoo Yun & Jennifer Beamer (2018) Promoting Physical Activity in Adapted Physical Education, *Journal of Physical Education, Recreation & Dance*, 89:4, 7-13, DOI: 10.1080/07303084.2018.1430628 To link to this article: <https://doi.org/10.1080/07303084.2018.1430628> : Routledge
- Hargreaves, L., and M. Galton. 2002. *Transfer from the Primary Classroom 20 Years On*. London: Routledge Falmer
- Hodge, S. R., Ammah, J., Casebolt, K., Lamaster, K., & O’Sullivan, M. (2004). High school general physical education teachers’ behaviors and beliefs associated with inclusion. *Sport, Education and Society*, 9, 395–419. doi:10.1080/13573320412331302458

- Hodge, S., Jonathan, O. A., Casebolt, K. M., LaMaster, K., Hersman, B., Samalot-Rivera, A., & Sato, T. (2009). A diversity of voices: Physical education teachers' beliefs about inclusion and teaching students with special needs. *International Journal of Special Needs, Development and Education*, 56, 401–419. doi:10.1080/10349120903306756
- Jauhari, M. N. (2017). Pengetahuan Mahasiswa PG-Paud UNIPA Surabaya Tentang Anak Berkebutuhan Khusus. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 13(24), 165–177
- Judith Kafka (2009) The Principalship in Historical Perspective, *Peabody Journal of Education*, 84:3, 318-330, DOI: 10.1080/01619560902973506 To link to this article: <http://dx.doi.org/10.1080/01619560902973506>
- Kent Adelman (2012) The Art of Listening in an Educational Perspective, *Education Inquiry*, 3:4, 513-534, DOI: 10.3402/edui.v3i4.22051 To link to this article: <http://dx.doi.org/10.3402/edui.v3i4.22051> : Routledge
- Klavina, A. (2021). Teachers' preparedness to deliver remote adapted. *European Journal of Special Needs Education*.
- Kelly, L. E., & Gansneder, B. (1998). Preparation and job demographics of adapted physical educators in the United States. *Adapted Physical Education Quarterly*, 15(2), 141–154.
- King, G. A., ., P. J. Baldwin, M. Currie, and J. Evans. 2005. "Planning Successful Transitions from School to Adult Roles for Youth with Disabilities." *Children's Health Care* 34 (3): 193–216. doi:10.1207/ s15326888chc3403_3.
- Kwok Ng, Aija Klavina, José Pedro Ferreira, Ursula Barrett, Jurate Pozeriene & Raul Reina (2021) Teachers' preparedness to deliver remote adapted physical education from different European perspectives: Updates to the European Standards in Adapted Physical Activity, *European Journal of Special Needs Education*, 36:1, 98-113, DOI: 10.1080/08856257.2021.1872848 To link to this article: <https://doi.org/10.1080/08856257.2021.1872848>

- Kirk, T., & Gallagher, J. (2018). Effects of an Adapted Physical Activity Program on Motor and Social Functioning of Adults with Intellectual Disabilities. *Journal of Applied Research in Intellectual Disabilities*, 31(4), 712-721
- Kim, S., & Lee, Y. (2020). Teacher attitudes and efficacy towards inclusion of students with disabilities in general education classrooms: a review of literature. *The Asia-Pacific Education Researcher*, 29(1), 1-10.
- Laura A. Hughes, Secondary school transition for children with special educational needs: a literature review (2010) *Sen And Secondary School Transition Journal of Research in Special Educational Needs* Volume Number doi: 10.1111/1471-3802.12385.
- Laura E. Bruno (2020) Teacher Readiness in Adapted Physical Education: Teaching the “Able,” Not the “Label”, *Journal of Physical Education, Recreation & Dance*, 91:4, 14-21, DOI: 10.1080/07303084.2020.1720871 To link to this article: <https://doi.org/10.1080/07303084.2020.1720871>
- Lee, M. 2004. “Values in Physical Education and Sport: A Conflict of Interests?” *The British Journal of Teaching Physical Education* 35 (1): 6–10. <http://eprints.brighton.ac.uk/id/eprint/2175>.
- Lijuan Wang, Min Wang & Hongwei Wen (2015) Teaching Practice of Physical Education Teachers for Students with Special Needs: An Application of the Theory of Planned Behaviour, *International Journal of Disability, Development and Education*, 62:6, 590-607, DOI: 10.1080/1034912X.2015.1077931 To link to this article: <http://dx.doi.org/10.1080/1034912X.2015.1077931>
- Li, W., & Block, M. E. (2013). Goals and Objectives for Individuals with Disabilities in Physical Education. In *Inclusive Physical Activity* (pp. 23-37). Human Kinetics.
- Malinen, O., & Savolainen, H. (2010). Inclusion in the east: Chinese students’ attitudes towards inclusive education. *International Journal of Special Education*, 23, 101–109.
- Martin E. Block , Justin Haegele , Luke Kelly & Iva Obrusnikova (2020): Exploring Future Research in Adapted Physical Education, *Research Quarterly for*

Exercise and Sport, DOI: 10.1080/02701367.2020.1741500 To link to this article: <https://doi.org/10.1080/02701367.2020.1741500> : Routledge

Marloes Koster*, Sip Jan Pijl, Han Nakken and Els Van Houten Social Participation of Students with Special Needs in Regular Primary Education in the Netherlands (2010) Department of Special Needs Education and Child Care, University of Groningen, Grote Rozenstraat 38, Groningen 9712 TJ, The Netherlands *International Journal of Disability, Development and Education* Vol. 57, No. 1

Lihardja, N., Gunawan, I., & Halim, M. (2011). Subjective Well-Being Wanita Dewasa Madya Survivor Kanker Payudara. *Jurnal Arkhe*. 16: 34-45.

McCabe, H. (2003). The beginnings of inclusion in the People's Republic of China. *Research & Practice for Persons with Severe Special Needs*, 28, 16–22.

Milanovic, S., & Markovic, Z. (2014). Work with kids with special needs. *Activities in Physical Education & Sport*, 4, 80–82

Morley, D., Bailey, R., Tan, J., & Cooke, B. (2005). Inclusive physical education: Teachers' views of including pupils with special educational needs and/or disabilities in physical education. *European Physical Education Review*, 11, 84–107. doi:10.1177/1356336X05049826

Mrug, S., & Wallander, L. J. (2002). Self-concept of young people with physical special needs: Does integration play a role? *International Journal of Special Needs, Development and Education*, 49, 267–274. doi:10.1080/1034912022000007289.

Mustapha, R., Nordin, N. A. M., Ismail, I. S., Yusof, K. M., & Abdul Rahim, M. N. (2017). The impact of individualised education programme (IEP) on the academic achievement of primary school students with learning disabilities. *International Journal of Special Education*, 32(3), 713-723.

M. Pangrazi & T. Lloyd Inclusion in Physical Education: A Systematic Review of Literature from 2009 to 2019": *Jurnal Adapted Physical Activity Quarterly*, Vol. 38, No. 4, 2021.

- National People's Congress. (1986). *Zhonghua renmin gongheguo yiwu jiaoyu fa* [Compulsory Education Law of the People's Republic of China]. Beijing: Law
- Noora Heiskanen, Maarit Alasuutari & Tanja Vehkakoski (2018): Positioning children with special educational needs in early childhood education and care documents, *British Journal of Sociology of Education*,
DOI: 10.1080/01425692.2018.1426443 To link to this article:
<https://doi.org/10.1080/01425692.2018.1426443> Routledge
- Pallisera, M., J. Fullana, C. Puyaltó, and M. Vilà. 2016. "Changes and Challenges in the Transition to Adulthood: Views and Experiences of Young People with Learning Disabilities and Their Families." *European Journal of Special Needs Education* 31 (3): 391–406. doi:10.1080/08856257.2016.1163014.
- Pfahl, L., and J. W. Powell. 2011. "Legitimizing School Segregation. The Special Education Profession and the Discourse of Learning Disability in Germany, 1908–2008." *Disability & Society* 26 (2): 449–462.
doi:10.1080/09687599.2011.567796 : Routledge
- Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial & Annemarie Palincsar (1991): Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning, *Educational Psychologist*, 26:3-4, 369-398 To link to this article:
<http://dx.doi.org/10.1080/00461520.1991.9653139> : Routledge
- Putra, Y. M., Purwanto, S. and Burhaein, E. (2021) 'Effect of Limb Muscle Power Training with Leaps on Athlete's Speed during the COVID-19 Pandemic', *International Journal of Human Movement and Sports Sciences*, 9(3), pp. 461–465. doi: 10.13189/saj.2021.090310.
- Pramartha, I. N. B. (2015). *Sejarah Dan Sistem Pendidikan Sekolah Luar Biasa Bagian a Negeri Denpasar Bali*. *HISTORIA: Jurnal Program Studi Pendidikan Sejarah*, 3(2), 67–74
- Rezvan Ghalebi , Firooz Sadighi & Mohammad Sadegh Bagheri | (2020)Vocabulary learning strategies: A comparative study of EFL learners, *Cogent Psychology*, 7:1,1824306 To link to this article:

<https://doi.org/10.1080/23311908.2020.1824306> : Routledge

- Rivani, N. A. (2018). *Pelaksanaan Pembelajaran Pendidikan Jasmani Adaptif Anak Tunarungu Se-SMPLB Swasta Pekanbaru Riau*. Penjaskesrek.
- Sato, T. S., & Hodge, S. R. (2009). Japanese physical educators' beliefs on teaching students with disabilities at urban high schools. *Asia Pacific Journal of Education*, 29, 159–177. doi:10.1080/02188790902857164
- Sato, T., Hodge, S., Murata, N., & Maeda, J. K. (2007). Japanese physical education teachers' beliefs about teaching students with disabilities. *Sport, Education and Society*, 12, 211–230.
- Samuel R. Hodge & Patrick B. Akuffo (2007) *Adapted Physical Education Teachers' Concerns in Teaching Students with Disabilities in an Urban Public School District*, *International Journal of Disability, Development and Education*, 54:4, 399-416, DOI: 10.1080/10349120701654571 To link to this article: <http://dx.doi.org/10.1080/10349120701654571>
- Scheepstra, A. J. M., Nakken, H., & Pijl, S. J. (1999). Contacts with classmates: The social position of pupils with Down's syndrome in Dutch mainstream education. *European Journal of Special Needs Education*, 14, 212–220.
- Scott W. T. McNamara , Laura Trujillo-Jenks , Suzanna Dillon , Sean Healy & Kevin Becker (2020): *Special Education Administrators' Knowledge of Adapted Physical Education: A Pilot Study*, *International Journal of Disability, Development and Education*, DOI: 10.1080/1034912X.2020.1776850
- Secondary Physical Education Teachers' Beliefs and Practices in Teaching Students with Severe Disabilities: A Descriptive Analysis* Author(s): Jonathan O. A. Anunah and Samuel R. Hodge Source: *The High School Journal*, Vol. 89, No. 2 (Dec., 2005 - Jan., 2006), pp. 40-54 Published by: University of North Carolina Press Stable URL: <http://www.jstor.org/stable/40364238> Accessed: 01-01-2016 19:12 UTC
- Selina McCoy, Michael Shevlin & Richard Rose (2019): *Secondary school transition for students with special educational needs in Ireland*, *European Journal of*

- Special Needs Education, DOI: 10.1080/08856257.2019.1628338 To link to this article: <https://doi.org/10.1080/08856257.2019.1628338>
- Shape America – Society of Health and Physical Educators. (2014). National standards & grade-level outcomes for K–12 physical education. Champaign, IL: Human Kinetics.
- Small, N., R. Raghavan, and N. Pawson. 2013. “An Ecological Approach to Seeking and Utilising the Views of Young People with Intellectual Disabilities in Transition Planning.” *Journal of Intellectual Disabilities* 17 (4): 283–300. doi:10.1177/1744629513500779.
- Smith, A., & Green, K. (2004). Including pupils with special educational needs in secondary school physical education: A sociological analysis of teachers’ views. *British Journal of Sociology of Education*, 25, 593–607
- S. Sánchez-Miguel, J. L. Leo, & M. Sánchez-Oliva (2019) "Physical Education and Sport for All: An Inclusive Perspective" *Sustainability*, Vol. 11, No. 1, Sugiyono. 2017. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Tobias Buchner & Michelle Proyer (2019): From special to inclusive education policies in Austria – developments and implications for schools and teacher education, *European Journal of Teacher Education*, DOI: 10.1080/02619768.2019.1691992 : Routledge.
- Tawil, M., Shehtout, S., & Sahloul, M. (2018). Teachers’ attitudes towards inclusion of students with disabilities in regular schools in Egypt. *International Journal of Inclusive Education*, 22(5), 528-544
- Turnbull, H. R., & Turnbull, A. P. (2019). Inclusive education from a global perspective: A focus on the United States, India, and South Africa. *Review of Research in Education*, 43(1), 416-445.
- Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*, 18, 17–35.

Wang, L. J., & Qi, J. (2015). Behavioral beliefs of Chinese physical educators about teaching students with disabilities in their general physical education classes. *Adapted Physical Activity Quarterly*, 32, 137–155.