

The Impact of Inclusive Sports Learning on Improving Motor Skills of Students with Special Needs

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ABSTRAK

This study aims to analyze the impact of inclusive sports learning on improving motor skills of students with special needs, using a literature study method. A review of various relevant literature sources shows that inclusive sports learning has significant potential in improving motor skills, such as coordination, balance, muscle strength, and reflex skills. Structured and adaptively designed physical activities allow students with special needs to participate actively, contributing to better physical development. An inclusive learning environment, where students feel accepted and supported, plays a major role in increasing self-confidence and motivation to engage in physical activity. Social interactions that occur during sports activities also help students strengthen social skills, such as cooperation, communication, and empathy. The findings of this study emphasize the importance of implementing the principle of inclusion in physical education and the need to develop a curriculum that is responsive to the needs of diverse students. Recommendations for educators and policy makers include integrating inclusive sports practices into the education system, training for educators to address diversity in the classroom, and providing adequate resources to support learning. This research is expected to contribute to improving the quality of learning for all students, especially those with special needs, thereby creating a more just and equitable educational environment.

INTRODUCTION

Education is a fundamental right for every individual and a primary need in supporting human life. This does not only apply to children in general, but also to children with special needs (ABK), who have the same rights to receive quality education and in accordance with their conditions (Fauzan et al., 2021). Children with special needs need education that can be adapted to their special needs, in order to maximize their potential and abilities and prepare them to live independently in society (Wahyuni, 2018). Education that is adapted to their characteristics can help overcome various challenges faced, both in terms of physical, cognitive, and emotional (Kamila, 2023). ABK are individuals who have their own characteristics, different from children in general, and may experience abnormalities or deviations in growth and development (Hauser et al.,



2021). These differences require special attention in the education process so that they can learn and develop optimally. The education provided to ABK includes not only learning materials, but also strategies and methods that help them develop the skills needed to function independently (Ayres et al., 2023). This includes motor skills, communication skills, and emotional control.

The implementation of the right approach allows children with special needs to actively participate in daily activities and achieve greater independence. In addition, education also provides space for children with special needs to socialize and interact with their surroundings, which is very important for their social and emotional development. In this context, the role of teachers, schools, and communities is crucial in supporting inclusive education for children with special needs. Teachers need to have special competencies to identify the needs of each child and develop adaptive learning methods. Schools must provide supportive facilities and environments, while communities are expected to accept and support children with special needs in living their lives. Collaboration from various parties allows children with special needs to obtain education that is not only academically beneficial, but also prepares them to face life's challenges with more confidence and independence.

Children with Special Needs (ABK) are children who have unique and different ways of learning compared to children in general, both older and younger. They do not always show disabilities in physical, mental, or emotional aspects, but often face challenges in carrying out expected activities, especially in social, personal, and educational contexts (Handayani, 2013). The existence of these difficulties reflects that ABK experience disturbances in the growth and development process, so that they require a different approach compared to other children. Based on these unique characteristics, it is important to provide special education services designed to meet the individual needs of ABK. This education aims to optimize the potential of students with a more holistic approach. An inclusive and adaptive approach in education programs can help ABK overcome the obstacles they face in the learning process and interact with the surrounding environment.

Teaching that is tailored to their learning needs can include the use of more visual, interactive, or experiential methods, so that students can more easily understand the material being taught. Creating a supportive environment for children with special needs is very important, where they can feel safe and accepted. A positive environment can increase their self-confidence and motivation to learn. The involvement of parents, teachers, and the community in the educational process is also very important to create the necessary support. Collaboration between various parties will ensure that every child with special needs gets the same opportunity to develop and participate in educational and social activities. The development of social skills is an important aspect in the education of children with special needs. Programs that emphasize social interaction, cooperation, and communication can help children with special needs build better relationships with their peers and their environment. Thus, appropriate educational services can help children with special needs not only achieve academic success, but also build independence and adaptability in everyday life. These efforts are expected to help children with special needs grow into independent individuals and contribute positively to society.

Inclusive education is an approach that aims to ensure that every student, regardless of physical, mental, social, or emotional differences, has an equal opportunity to obtain a quality education. This approach reflects the principle of social justice, where every individual is valued and given the opportunity to develop according to their potential. In an era that increasingly emphasizes equality and diversity, inclusive education is a must in order to create a just and equal society. The implementation of inclusive education not only opens access for students with special needs, but also creates a learning environment that is responsive to differences. This requires adjustments to teachers, curriculum, and teaching methods so that all students, including those with physical or intellectual disabilities, can learn and participate optimally.

Physical education plays an important role in inclusive education. As one of the components of education that involves physical activity, sports provide opportunities for students with special needs to develop their motor skills. Sports activities not only focus on improving physical health, but also involve aspects of coordination, balance, and strength, all of which play a role in the development of motor skills. For students with special needs, good motor skills are very important because physical limitations often affect their ability to interact with the environment. Optimal motor skills allow students to live more independently and increase participation in social interactions.

Active participation in inclusive sports learning also contributes to increasing self-confidence and self-esteem of students with special needs. The experience of achieving achievements through sports can motivate students to continue participating in physical activities. Thus, inclusive sports learning not only emphasizes physical development, but also plays a role in improving psychological well-being. The success of implementing this learning is highly dependent on the support of various parties, including teachers, schools, and the community. Physical education teachers must have the knowledge and skills to design inclusive sports programs, with the ability to adapt game rules, aids, and teaching methods according to the needs of each student.

Sports learning is an essential component in efforts to realize quality inclusive education, especially for students with special needs. As part of education that involves physical activity, sports not only serve to maintain health, but also provide a variety of broader benefits, including the development of motor skills. Through sports activities, students with special needs have the opportunity to develop fine and gross motor skills that are very important in everyday life. These skills include the ability to control body movements, such as balance, muscle strength, flexibility, and coordination, all of which play an important role in helping students carry out daily activities more independently.

The curriculum that must be achieved by students at the elementary and secondary education levels, based on Law Number 20 of 2003, is Physical Education and Sports (PJOK). PJOK is designed as a comprehensive learning integration, aimed at improving various important aspects in student development, including physical fitness, motor skills, social skills, emotional stability, and understanding of a clean environment. This learning process is carried out systematically to support the achievement of national education goals (Herdiyana and Prakoso, 2016). Physical education not only focuses on physical development, but also plays an important role in shaping students' character. Fun physical activities provide opportunities for students to learn about cooperation,

discipline, and responsibility. Social skills can develop through interaction with peers, which increases a sense of togetherness and empathy. Emotional stability is a focus in PJOK, because physical activity has been shown to be effective in reducing stress and improving mental health. Participation in sports activities allows students to learn how to manage emotions and increase self-confidence, which are important for creating a positive learning environment. Physical education also teaches students about the importance of maintaining a clean and healthy environment. Introduction to a clean environment is done in a fun way, so that students can understand the concept better and apply it in everyday life. Thus, physical education can be considered as an educational process that not only prioritizes fun and healthy physical activities for students, but also contributes to character building, social development, and understanding of the environment (Ridwan et al., 2018). Overall, PJOK plays a very important role in preparing students to face the challenges of life in the future.

Students with special needs often face physical barriers that affect their daily activities and potentially isolate them from their social environment. Developing motor skills through physical education can help them overcome these barriers. Improved motor skills allow students to perform basic activities such as dressing, writing, or moving better, which ultimately improves their quality of life. In addition, well-developed motor skills allow students to participate in group games, sports activities, and other social activities, which contribute to increased self-confidence and a sense of belonging with peers. The development of motor skills through sports also has a positive impact on cognitive and emotional aspects. The physical activity involved in sports can stimulate brain function, improve concentration, and help students manage emotions. This is especially important for students with special needs who may have difficulty controlling emotional responses or have cognitive limitations. Participation in sports teaches students to face challenges, work with others, and develop strategies to achieve goals, which ultimately supports their overall development.

Sports learning not only serves as a physical activity, but also as a means to encourage holistic development for students with special needs. The improvement of motor skills acquired through sports provides a strong foundation to support their physical, social, cognitive, and emotional development. In the long term, these skills will help students live more independently and actively participate in society. The implementation of inclusive and adaptive sports learning, which is tailored to the needs and abilities of each student, is essential so that each student can gain maximum benefits from physical education. Efforts to implement a non-discriminatory education process and respect diversity are one of the government's main priorities in ensuring fair access to education for all children, including Children with Special Needs (ABK). In this context, the government provides various specially designed education services, such as Special Schools (SLB) and inclusive schools. The existence of these two types of schools aims to meet the educational needs of ABK, in accordance with the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 concerning Inclusive Education for Students with disabilities and potential intelligence and/or special talents. The Permendiknas emphasizes that every student who has a physical, emotional, mental, or social disability, as well as those who have potential intelligence and/or special talents, has the right to receive inclusive education. This means that they can study in certain educational units that are able to adjust to their needs and abilities.

This approach not only provides an opportunity for children with special needs to obtain equal education, but also creates a learning environment rich in diversity, where all students can respect and learn from each other. Inclusive schools, in this case, function as a forum that facilitates interaction between students with special needs and students in general. This approach is expected that children with special needs can develop social skills, interact with peers, and participate in various learning activities. SLB provides more focused and specific educational services, with a curriculum that is tailored to meet the individual needs of children with special needs. Support from parents, teachers, and the community is very important in the successful implementation of this inclusive education. Teachers need to have good competence and understanding of the special needs of students, and be able to apply appropriate teaching methods. Parental involvement in the education process can also make a significant contribution to child development. Good collaboration between various parties, inclusive education can run effectively and provide optimal benefits for children with special needs. Overall, the government's efforts to provide non-discriminatory educational services and respect diversity through SLB and inclusive schools are important steps towards equalizing education. By implementing this method, it is hoped that all children, including children with special needs, can access quality education and have the opportunity to develop their potential to the maximum.

METHODOLOGY

This study aims to analyze the impact of inclusive sports learning on improving motor skills of students with special needs through a literature study approach. The data sources used include various relevant academic literature, including verified journals, textbooks, and educational guides related to inclusive sports. In addition, dissertations and theses discussing similar topics will also be part of this study. The source selection criteria include publications published within the last 10 years to ensure topicality, with a particular focus on inclusive sports learning and improving motor skills. The data collection procedure will begin with identifying relevant sources through searches in academic databases such as Google Scholar, JSTOR, and PubMed, followed by organizing information based on relevant themes and categories, such as learning methods, motor skill improvement outcomes, and social and emotional impacts of inclusive sports learning. Data analysis will be carried out using the content analysis method to extract key information from the collected literature, so that patterns, trends, and findings emerging from the studies analyzed can be identified. The synthesis results of this analysis will be presented in a structured manner to provide an overview of the positive impacts that can be expected from the implementation of this learning method. The discussion will include a synthesis of the results, where researchers will compare findings from various studies to identify consistencies and differences, as well as discuss the limitations of this literature review and provide recommendations for further research. Through this approach, it is hoped that the study can provide a comprehensive understanding of the impact of inclusive sports learning on the motor skills of students with special needs, as well as provide insights for educators and policy makers in designing more inclusive education programs.

RESULTS AND DISCUSSION

Children with special needs (ABK) do not only refer to mental, emotional, or physical disorders, but are also known as extraordinary children who have different

characteristics from other children. These differences can include mental, sensory, neuromuscular, communication skills, social behavior, and emotional and physical development (Handayani, 2013; Mangunsong, 2010; Zaitun, 2017). ABK are children who experience obstacles in growth and development both physically, mentally, and intellectually. Often, people think that ABK only includes children with physical disabilities. Children with special needs (ABK) include children with intelligence levels beyond normal limits, both those with low and very high intelligence. This category is not only limited to physical or mental limitations, but also includes intellectual differences. Children with low intelligence may need special support, while those who are highly intelligent need more stimulation to develop their potential. Proper handling is very important so that every child can develop according to their abilities (Hamzah and Kuadrat, 2009; Jamila and Muhammad, 2008; Nofiani, 2016). Children with special needs include various dimensions of development that are not always related to physical disorders, but also include intellectual and emotional conditions that require special attention to develop their potential to the maximum (Husna et al., 2019).

Children with autism often face various challenges in terms of communication and social interaction. This does not hinder the process of learning Indonesian and participating in group activities. A conducive environment and the right approach are needed to support adaptation. In the context of sports, the selection of individual activities that present simple and easy-to-imitate movements is highly recommended, because it can improve motor skills and self-confidence. Autistic children who feel more skilled can collaborate in teams, which provides meaningful social experiences (Atika., 2024). Lack of eye contact and apathy towards strangers are often characteristic of children with autism (Feldman et al., 2019). This behavior can interfere with social interactions and limit their ability to build meaningful relationships with others. In children with autism, sensory sensitivity often occurs, some children may experience hypersensitivity, which makes them very sensitive to certain stimuli, such as loud sounds or bright lights, while others may experience hyposensitivity, making them less responsive to stimuli around them. In some cases, these children may exhibit unpredictable behavior, such as laughing or getting angry for no apparent reason, which can confuse those around them.

A systematic approach and structured activities are essential in helping children with autism learn and develop optimally (Imania., 2020). Families and educators play a crucial role in this process because they provide emotional support and create a safe and comfortable environment (Dewi, 2024). Involving activities specifically designed to meet children's individual needs can empower them to explore and understand the social world. The application of appropriate communication techniques can help them interact better and develop the necessary social skills (Azizah, 2021). The right support allows children with autism to reach their full potential in the learning and socialization process, as well as opening up opportunities for better relationships and more positive experiences in everyday life.

Inclusive schools implement adaptive physical education learning through modifications to teaching methods that aim to meet the needs of children with special needs (Widiyanto., 2021). In this context, the implementation of effective learning strategies is essential so that all students can participate actively. Many children with special needs face various challenges in responding to environmental stimuli related to movement and imitation. Some of them may have physical disorders that inhibit their ability to move in a directed manner. The provision of special physical education services that can be tailored to the unique needs of each individual is very important. This

approach not only focuses on improving physical skills but also supports the development of motor skills, social skills, and overall health. Special attention to the needs of each student allows adaptive physical education to create an inclusive and supportive environment, where each student can feel the maximum benefit from the physical education program (Sulaiman, 2021). Active participation in these activities helps them develop the self-confidence and social skills needed to interact with peers. Adaptive physical education also prepares children to contribute actively to society. The importance of adaptive physical education in the context of inclusive schools lies in the development of comprehensive character and social skills for children with special needs (Tri Fitrianto, 2023).

The results of the study indicate that effective inclusive physical education strategies involve a number of key factors that need to be considered. The importance of an individualized approach is very much felt in efforts to meet the diverse needs of students with special needs. Educational services must be tailored to the abilities and preferences of each student so that the learning process can take place effectively and efficiently, considering that each student has unique characteristics that affect the way they learn. Training of educational staff also plays a crucial role in implementing inclusive physical education. Teachers and educators need to be equipped with adequate knowledge and skills to support students with special needs in physical learning, including an understanding of adaptive and innovative learning strategies. The use of adaptive and modified equipment in sports programs greatly helps facilitate the participation of students with special needs (Setyaningsih et al., 2020). Specially designed equipment can help them overcome physical or sensory barriers, allowing active participation in physical activities without feeling inhibited. This not only improves motor skills but also strengthens self-confidence and togetherness among students. Collaboration with experts in the field of inclusive education is also very important. Collaboration between teachers, therapists, psychologists, and other specialists can increase the effectiveness of adaptive physical education programs in inclusive schools (Saba, 2024). The synergy between these various parties not only enriches students' learning experiences but also creates a more inclusive environment, where all students feel accepted and valued. A comprehensive inclusive physical education strategy can make a significant contribution to the quality of education for children with special needs (Rofiqi et al., 2023).

Some of the main challenges faced in the implementation of inclusive physical education, one of which is the lack of resources, which is a serious obstacle. Schools and educational institutions often lack the funds, personnel, and equipment needed to optimally support students with special needs (Amka., 2020). Without adequate resources, physical education programs cannot be implemented effectively, which ultimately hinders the development of students who need special attention. Differences in needs between students are also a significant challenge. Each student has unique characteristics and needs that require a different approach in providing adaptive physical education services, so educators must have sufficient skills and knowledge to adjust their teaching methods (Al alrdha., 2022). Social integration is another challenge that is no less important, because the process of social inclusion often requires considerable time and effort to ensure that students with special needs can be accepted and participate in activities with other students without experiencing discrimination.

Creating a friendly and inclusive environment requires awareness and training for all students, teachers, and school staff. Efforts to overcome these challenges require a

strong commitment from the government, educational institutions, and the community to improve the accessibility and quality of adaptive physical education for students with special needs in inclusive schools (Saba., 2024). Providing training for educators, adequate budget allocation, and developing infrastructure that is friendly to people with disabilities are also important steps (Nasir., 2024). Involving parents and communities in the education process is essential to creating holistic and sustainable support. Collaboration between all parties will ensure that inclusive physical education can be realized more effectively, so that every student can have a positive and satisfying learning experience (Saman., 2023).

The results of the study showed that the inclusive sports learning program had a positive impact on the motor skills of students with special needs (Priandika., 2024). After participating in the program for 12 weeks, students experienced significant improvements in their motor skills. This finding is in line with previous studies which revealed that physical education has an important role in the development of motor skills, especially for students with special needs. This program not only provides opportunities for students to engage in physical activities, but also helps them learn new skills, increase self-confidence, and strengthen social interactions (Trianingtyas., 2019). The design of the program that is tailored to the needs of students encourages active participation, where varied and fun activities invite students to face challenges, which have a positive impact on their physical development (Lee., 2020).

The social interactions that occur during the program also play an important role, as cooperation and group play allow students to learn motor skills as well as social skills, such as communication and empathy (Pello., 2024). The inclusive approach implemented in this program helps students feel accepted, which in turn increases their confidence to participate in physical activities (Efendi., 2023). Several limitations of this study need to be noted, such as the small sample size and limited research locations, which may affect the generalizability of the findings. Further research with larger samples and in various educational contexts is needed to strengthen these results. Overall, this study provides important evidence regarding the role of inclusive physical education and sport in improving the motor skills of students with special needs, and shows the need to develop a more inclusive and responsive physical education curriculum to students' needs (Nuraini et al., 2021).

CONCLUSION

Inclusive sports learning provides opportunities for all students, without exception, to participate in physical activities designed according to their abilities and needs. This approach ensures that every student, including those with special needs, can engage in valuable learning experiences. Structured and varied activities not only improve various aspects of motor skills, such as coordination, balance, muscle strength and reflex skills, but also encourage the development of overall physical abilities. In a supportive atmosphere, students feel more accepted and valued, which contributes to increased self-confidence and motivation to participate. Interaction with peers in a sporting context strengthens social skills, such as cooperation, communication and empathy, creating a deeper sense of friendship and mutual understanding. The results of this study indicate the need for the development of a more inclusive sports curriculum and training for educators to implement effective strategies to support students with special needs. Educators must be equipped with the skills and knowledge to create a positive and inclusive learning environment. The application of inclusive

principles in physical education not only benefits students with special needs, but also enriches the learning experience for all students, creating a more harmonious and respectful classroom atmosphere. Thus, inclusive sports learning not only contributes to the physical aspects, but also to the overall emotional, social, and life skills development of students, making it a powerful tool in shaping better individuals and better prepared to face the challenges of the outside world.

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