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### THE IMPLEMENTATION OF ONLINE PHYSICAL EDUCATION AND SPORTS EDUCATION TO DEAF STUDENTS IN SLB B PANCARAN KASIH CITY OF CIREBON

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#### Abstract

Students During this pandemic, the teaching and learning process in schools is transforming towards home study (LFH), including the implementation of adaptive physical education. Therefore, this study aims to examine how adaptive PE learning is implemented in non-formal schools during the pandemic. This study used a descriptive study of interview surveys of SLB physical education teachers. At her SLB Teacher B Pancaran Kasih in Cirebon City, semi-structured interviews were conducted, including in-depth interviews on teaching practices in the form of teacher goal setting, teaching material selection, method determination, and evaluation or evaluation. rice field. Based on qualitative data analysis in the context of representation, reduction and interpretation, it was found to be easy to implement adaptive physical education at her SLB B Pankalangkasi in Cirebon City. This study impacts the practice of physical education.

#### Keywords:

*Adaptive Physical, Purpose of the Study, Method of the Study, Evaluation of the Study.*



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### Introduction

According to students with special needs require specialized learning opportunities tailored to their subject context. Especially in physical education classes (Penjas), students with special needs need to make use of special services. This special service is called adaptive physical education. Adaptive physical education is education through a modified exercise program that allows people with disabilities to participate safely, successfully and with satisfaction. (Hosni, 2003).

The term children with special needs is not a refinement of the word extraordinary or disabled children but is an expansion of the field of cultivation that needs attention with students with special needs (PDBK). are students who experience barriers to the development of learning barriers and have special needs in education caused by internal and external factors or a combination of both so that adaptations and modifications are needed in learning both in terms of materials, methods, media and or assessment objectives.(Kemendikbud, 2019)

Special needs caused. internal factors are usually permanent. While special needs caused by external factors are usually temporary according to Dedy Kustawan (2012) with special needs are children who educationally require specific services that are different from children in general. These children with special needs have what are called learning barriers and developmental barriers (barrier to learning and development) therefore they need educational services that are in accordance with the developmental barriers experienced by each child.

Furthermore, the regulation of the director general of primary and secondary education number 10/D/KR/2017 dated April 4, 2017 for individuals who have difficulty in following the learning process due to physical, emotional, mental, social disorders and have the potential for intelligence.

Physical education is basically an educational process that uses physical activity to bring about a holistic change in an individual's physical, mental and emotional characteristics. Physical education should not only separate the child from his physical and mental nature, but should treat him as a complete being, a unified whole. Basically physical education using human power tools.

in a need for movement, students with special needs SWSN are greater than other students, because students with special needs SWSN experience obstacles in responding to stimuli given by the environment to move, imitate motion and some are even physically disturbed so that they cannot make directed movements. correctly This happens because they have problems in their sensory, motor, learning, and behavior that can hinder the physical development of these students. As stated by Irham Hosni (2003) that: children with special needs have problems in their sensory, motor, learning, and behavior. All of this results in the disruption of children's physical development.

Adaptive physical education is education that provides students with special needs with opportunities to achieve physical activity through targeted and planned



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activities in their program of study.

at a minimum, techniques for accurately assessing motor performance and/or fitness, effective programming, scientific basis of performance and factors influencing performance, effective teaching and learning for persons with disabilities. (Depauw, 2013).

Students with special needs have the same rights as normal students in obtaining education and learning in accordance with their needs and will receive guidance through physical education which is the main task of physical education teachers. Students with special needs have very limited movement abilities in attending physical education, an important factor that must be considered in learning adaptive physical education is that all instructions must be clear and the signals given can be understood well. In students who have hearing loss (deaf) the communication process is not smooth because the deaf students are unable to hear the instructions given by the physical education teacher. To facilitate communication in physical education learning with students, Physical education teachers can do this by means of hand signals. Besides that, it can also be done by pasting the subject matter on the bulletin board, for example the concept of the quality of movement, body and space awareness, and even better if it is accompanied by pictures that attract students' attention. Physical education teachers must maximize sources of information, including by utilizing visual media.

Deaf students are students who have hearing impairments in such a way as to have hearing loss or the deaf to experience hearing loss covering all gradations or levels, either mild, moderate, severe, resulting in disturbances in communication and language. education tailored to their specific needs.

Deafness is grouped or classified into hard of hearing and deaf. The classification of deafness based on the level of hearing loss is very mild hearing loss (27-40 db) mild hearing loss (41-55 db) moderate hearing loss (56-45 db). 70 db) severe hearing loss (71-90 db) deaf children tend to have difficulty in understanding the concept of something abstract in deaf children it is necessary to develop special needs programs for the development of communication, sound perception and rhythm, knowledge about deafness and an educational service system that is adapted for deaf children is important for all teachers to know.

Physical education for deaf children should be carried out by teachers by applying appropriate adaptive learning strategies to support the achievement of the expected goals, because children who have hearing loss or are deaf cannot process information as other normal children. Thus, in the implementation of learning the teacher must be able to build good communication with students, so that students can understand what the teacher is saying well. Learning strategies from Frelberg & Driscoll (1992) can be used to achieve different goals by providing different levels of learning content to different students in different situations. Gerlach & Ely (1980) state that a learning strategy is the method chosen to communicate a subject matter in a particular learning environment, such as the type, extent and sequence of activities that can provide the learning experience to the student.



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Learning strategies are very important for a teacher to develop a learning environment that stimulates high quality learning outcomes(Ghalebi, 2020)

Learning planning is very important, as is lesson planning in adaptive physical education learning. Good planning will result in good learning because it has been adjusted to the plan that has been made. In planning the implementation of adaptive physical education learning itself, it has been discussed with the class teacher, so that the objectives to be achieved can be carried out properly. The need for development and modification of lesson plans is very important, especially in the curriculum adopted from general sports learning. With this modification in adaptive physical education learning, researchers and teachers can find out the abilities and barriers of deaf students. So that in practice all deaf students can participate in sports activities, and all students can take part in learning well. (Taufan, 2019).

Adaptation of physical education teaching techniques used in special schools for the deaf can help teachers and students involved in physical education programs. One very important factor is the increased use of demonstrations. Teachers may have to show younger children; most older children can understand directions and can demonstrate in front of the class. Also important is the wider use of the bulletin board view. Charts and pictures with captions can help children better understand what is expected of them. Demonstrations and performances are far more useful than long and detailed explanations; they save study time when students are excited to be active. As children get older, they need new vocabulary written on the board for them. (Berges, Teaching Physical Education in Schools for the Deaf, 2013).

Based on the results of an interview I did with one of the Physical Education teachers at SLB B PANCARAN KASIH Cirebon City stated that during this pandemic it is indeed difficult to carry out effective physical education learning because it cannot be face-to-face and can only be done online, therefore the teacher designs learning strategies in the form of videos and gradual images to help deaf students understand the learning material to be conveyed. For example, when the teacher wants to convey the basic motion of passing under volleyball, the teacher sends videos and step-by-step pictures of a series of basic passing movements

under volleyball via google form. After that the students were instructed to make a video doing the downward passing movement, it would be seen whether or not the students understood the material presented through the video and gradual pictures given by the teacher.

Based on the description above and since the current condition is still in the COVID-19 pandemic, the research I took was entitled "Implementation of Online Physical Education and Sports Teaching for Deaf Students at SLB B Pancaran Kasih, Cirebon City".

### Methods

According to Sugiono (2017: 6) "Investigative methods can be interpreted as scientific methods of obtaining valid data for discovery purposes," he said. Sugiyono This type of research uses descriptive qualitative methods.



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Qualitative research is research conducted to find out phenomena in the field by research subjects by means of descriptions in the form of words and language based on observations (Raco, 2018). One of the characteristics of qualitative research is that the researcher acts as both an instrument and a data collector. Instruments other than humans (such as questionnaires, interview guides, observation guidelines and so on) can also be used, but their function is limited to supporting the researcher's task as a key instrument. Therefore, in qualitative research, the presence of the researcher is absolute. because researchers have to interact with both human and non-human environments in the research arena. Its presence in the research field must be explained, whether its presence is known or not known to the research subject. This relates to the involvement of researchers in the research arena, whether they are actively or passively involved (Murni, 2017 in Anufia, 2018).

### Population & Sample

#### 1. Population

Population According to Sugiyono (2011) "A population is a domain of generalizations consisting of objects or subjects exhibiting specific traits and characteristics established by researchers to study them and draw conclusions from them." Population in this research is Physical Education teacher at SLB B PANCARAN KASIH CITY OF CIREBON.

#### 2. Sample

According to this study, the data source was selected using targeted sampling methods, i.e. sampling techniques by establishing specific criteria (Sugiyono, 2017). The sample taken in this study was a physical education teacher at SLB B Pancaran Kasih, Cirebon City.

#### 3. Research design

Descriptive research design is usually carried out with a qualitative approach aimed at making a systematic, factual, and precise description, illustration, or painting of the facts, features, and relationships among the phenomena under study (Nazir 1998). The qualitative approach produces descriptive data in the form of written or spoken words from people and observable behavior.

This study aims to examine how teachers teach in the process of implementing adaptive physical education learning at SLB B Pancaran Kasih Cirebon City which is carried out online and does not test the hypothesis.

#### Instruments

The researcher used descriptive qualitative method in analyzing the data. Data obtained through interviews in this study were analyzed using qualitative descriptive analysis, namely by means of data obtained from interviews with informants described thoroughly

#### Procedure

This research procedure includes 1. Observation 2. Interview 3. Documentation.

#### Data analysis

#### Data analysis



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The researcher used descriptive qualitative method in analyzing the data. Data obtained through interviews in this study were analyzed using qualitative descriptive analysis, namely by means of data obtained from interviews with informants who were described thoroughly. Interview data in research is the main data source that becomes data analysis material to answer research problems.

Data analysis begins with conducting in-depth interviews with informants. After conducting the interview, the researcher made a transcript of the interview results by playing back the interview recording and then writing down the words that matched what was recorded. After the researchers wrote the results of the interviews into transcripts, the researchers then made data reduction by way of abstraction, namely taking data that was in accordance with the research context and ignoring data that were not needed.

According to Ahmad Rijali (2018), the data collected was analyzed descriptively qualitatively by going through three stages recommended by Miles and Huberman, Data Reduction (data reduction), data presentation (data display) and conclusion drawing (verification).

### 1) Data Presentation (Data Display)

Data presentation is an activity information gathering is summarized, conclusions are drawn, and opportunities are given for action. The form of presentation of qualitative data can be in the form of descriptive text in the form of field notes, matrices, graphs, networks, and figures. These forms combine information that is arranged in a coherent and easy-to-reach form, making it easier to see what is going on, whether the conclusion is correct or vice versa (Ahmad Rijali, 2018).

### 2) Data Reduction (Data Reduction)

Data reduction is the process of focusing and selecting the simplification, abstraction, and transformation of the raw data resulting from notes written in the field. This process continues throughout the study, even before the data are actually collected. This is evident from the conceptual framework of the study, the research question, and the data collection approach chosen by the researchers. Data reduction includes: (1) summarizing the data, (2) coding, (3) tracing themes, (4) making clusters. The trick: strict selection of data, summaries or brief descriptions, and classifying them into a broader pattern. (Ahmad Rijali, 2018).

### 3) Conclusion Drawing (Verification) / In interpretation

Efforts to draw conclusions are carried out by researchers continuously while in the field. From the outset of data collection, the qualitative researcher begins to look for the meaning of things, noting regularities of patterns (in the theoretical record), explanations, possible configurations, causal pathways, and propositions. These conclusions are handled loosely, remain open, and skeptical, but conclusions are already provided. It wasn't very clear at first, but gradually it became more detailed and more ingrained.

The conclusions were also verified during the research, by: (1) rethinking

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during writing, (2) reviewing field notes, (3) reviewing and brainstorming among colleagues to develop intersubjective agreements, (4) efforts to place a copy of a finding in another data set (Ahmad Rijali, 2018).

### Data collection technique

According to In qualitative research, “data collection takes place in natural settings (natural conditions), and primary data sources and data collection techniques are based on participant observations, in-depth interviews, and documentation.” (Sugiono, 2017). Basically, the use of data (after being processed and analyzed) is as an objective basis in the process of making decisions/policies in order to solve problems by decision makers (Situmorang, 2010). In this study, the data collection technique used was in-depth interviews, in-depth interviews were interactions/conversations that occurred between one interviewer and one informant (Manzilati, 2017). The type of interview chosen is semi-structured interview which is carried out more freely than structured interview. The data obtained were then analyzed, presented and conclusions drawn.

### Result

**Table 1.1**  
**Data Analysis Based on Qualitative Data Analysis**

NO	COMPONENT	DISPLAY	REDUCTION	INTERPRETATION
1	Destination	The goal is to provide material that is easier, not complicated specially for kids deaf, much different from the general, the goal must be achieved, easier examples such as running, suttle run, jumping, yes it is easier, don't make it difficult for students, because In the midst of this pandemic, learning is carried out online. As an indicator of the success of the goal, for me personally, I first made a journal like this, I made a journal first, it's like a syllabus, right. First, the syllabus is like a journal like this and then I will make a	Online learning with Purpose to make it easier h students with follow the material in accordance with what is given by the city of Cirebon then the teacher sorts it again material that is easier for students to learn	Learning objectives Made up at SLB B Pancaran Kasih during the pandemic, which is to make it easier for students in the learning process by following the appropriate material given by the City of Cirebon



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		<p>lesson plan. It's different as long as it's online, according to the agreement of the teacher and some homeroom teachers, the first report is like a journal, if the lesson plans will follow later, but the lesson plans have been prepared from the beginning when the lesson is new, the lesson plans and my syllabus have all been made, so now we just make the syllabus and steps -steps are like journals, what are the first steps, what are the two, what are the three, what are they like</p>		
2	Material/content	<p>Already prepared, here's an example class 5 first meeting, meeting The second and third I have prepared very clearly, from the agreement of the Physical Education Teachers in the city Cirebon is special for elementary, middle, and high school. If I'm the person looking for easier material, don't complicate it, for example the front roll should have a mattress, but parents must be accompanied, don't go alone. What's easier is the front roll, you have to be accompanied, it's difficult, right, floor exercise is dangerous, especially if the parents don't know how to do the movement well,</p>	<p>The teacher always prepares the material before learning. Contents according to City Physical Education Teacher Agreement Cirebon city especially for Elementary, Middle School, High School. Modified learning materials and choosing materials that easy like zigzag run and stunt run.</p>	<p>Before the learning process is carried out, the teacher has prepared the material according to the agreement of the SLB Physical Education Teacher in Cirebon City starting from Elementary, junior high, and high school, but the learning materials are re-sorted by the teacher which one is better easy for students understand and for materials that are difficult to modify returned by the teacher so that the movement becomes easier, for example, the front roll is changed to rolling over with the body in a supine position, as another</p>





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		<p>how the handle should be on the neck, so you have to hold it, now I don't want to give floor exercise material because dangerous. An easier example. roll over, the body in the sleeping position just rolls over, now it's easier than the front roll. Hands want to be on top, you can also want to be below, that's easier, right. If it's complicated, I don't want to because it's very dangerous. For example, I have given material for the long jump, please don't stay in the house, especially if you wear shoes that are a little wet, you can fall, you slip, you will hit your tailbone, I don't want this to happen. If you want to be on the ground, right, sand or where do you want to be grazed? keukeuh even in the house. So I can't force it. I've repeated many times, I'm just looking for easier material once, that's it.</p>		<p>example the teacher gives basic material such as running zigzag and suttle run.</p>
3	Method	<p>So, our approach is difficult, how to do this material, so it's online. So it's difficult, the method is virtual. So I actually never zoomed once, right, it's a bit difficult, for example, it should be 8 o'clock and the children haven't woken up yet, and there are many reasons that don't fit the exercise</p>	<p>Virtual/online learning methods that are more inclined to the explanation method and the command method</p>	<p>Physical education learning methods at SLB B Cirebon during the pandemic are carried out virtual/online using WhatsApp, YouTube, zoom meetings and step-by-step pictures of a series of movements that are in accordance with</p>



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	<p>schedule. For the media that is used the most yes, it's through the media whatsapp youtube, and pictures, just zoom a few times. Yes, there are facilities in the field, some are inside the house, on average, most of them are in the house, lazy to find a place to be. Don't want to search, even though it's only once a week, isn't it every day, right? Look for space or a large place, maybe lazy to take it, maybe yes. Maybe take the child to the field, the child is lazy, maybe they often fight, to be honest, I have 1st graders fighting like that. Yes, it's according to what they have at home, I don't just force it. Just like before, the basketball ring shooting lesson used a trash can, so they had a very good idea and it was like using a cardboard box or using sandals. But on average, they are more prepared to run like a subtle run, they have even prepared a zigzag run. If it's like the ball, they always complain because the ball is expensive, even though it doesn't have to be expensive, I said, you can use a plastic ball, you can use it like paper or newspaper, and crush it until it's round like a ball, or you can use whatever you have available. For</p>		<p>physical education learning materials. In delivering material the teacher is more likely to use the method of explanation and instruction</p>
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		<p>example, on zoom, At first, before giving the material, I didn't practice. For example, I give a question and answer question. Before I open them, they must have written first. I will give you 20 minutes or 30 minutes before an hour, we have 1 hour to zoom. I opened the zoom, I immediately opened it with a question. Actually, together with the zoom, one by one they are called alternately, but there are some children who like to cheat and want to know. I know according to the child's ability or there are 5 people, Yandi can't answer, don't take a smart child, I'll take a child who's sorry, I'm not saying the child is stupid or anything, I said it's the difficult child who is not confident, right. The first is that he can't say anything, he can't answer anything. Why silence I say. That's because I'm not a PD, I'm afraid it's the wrong person, even though the theory is very different from Peraktek. they are better in practice than theory.</p>		
4	Evaluation	Yes, that's the way it is.... When it comes to evaluation, I rarely see it like that, if for example the error is not	The teacher judges from the results work done students and from PASuru	In the implementation of Cognitive evaluation The teacher only assesses the results of



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		<p>controlled, I can only see it in the photo just, during the PAS video, I was I wanted to let you know, sir, I'm lazy or I don't want to repeat it like that, that's what the child said, yes, please later the values are different, right. They are good, done according to ability personal and theoretical abilities. Yes, it's pretty good, there are some that are good, some are like that, the tasks given, for example, are the shuttle run with a distance of 5 meters but the run is only short so not up to 5 meters. On average, the goal is achieved, there are some that are not achieved, for example, learning media is the equipment for the problem. If The theory is clear, they must have the writing utensils and they are diligent in writing, just like their high school kids write, they write in full and even a lot.</p>	<p>do not carry out affective evaluation and social. Teacher evaluates Student skills according to ability student personal and theory ability.</p> <ul style="list-style-type: none"> <li>• There are still some students who do not carry out the task in accordance with the material given by the teacher.</li> <li>• Average goal achieved</li> <li>• For theoretical assignments, students always work diligently</li> </ul>	<p>the work done students during learning and the results of PAS, but the teacher does not implement affective evaluation and social because in this pandemic time it's really hard to organize students so that learning is more effective. Whereas in the evaluation of skills seen according to ability student personal and theory ability. For evaluation learning outcomes overall look that there is still some students who do not implement task according to the material given by the teacher while for theoretical assignments students always work diligently.</p>
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### Discussion

Online learning during the pandemic is part of efforts to raise awareness about the spread of the Covid-19 virus (Nuryana2020). Online learning at all levels of formal education is also a genuine effort of the government to break the chain of Covid-19 spread (Ministry of Education and Culture, Republic of Indonesia 2020). Online learning is playing a key role in supporting government and national efforts to stem the rising number of COVID-19 cases and deaths.

in terms what subjects were what is being taught in schools during the



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pandemic can be divided into two groups. The first group is a subject group with little theory and practice, and the second group is a subject group with little theory and practice. These two groups are very different in online learning applications. Physical education is a field that falls into the second category and is dominated by physical activity exercises. The essence of physical education therefore includes all elements of fitness, physical activity, health, play, sport, dance and recreation (Qomarrullah in Herlina, 2020).

With regard to the increasing spread of Coronavirus Disease (Covid-19), the physical and mental health of students, teachers, school principals and all school residents is a major consideration in implementing education policies. In connection with this, as stated in regarding the implementation of emergency educational policies to prevent the spread of the new coronavirus infection (Covid-19) according to the Minister of Education, Culture, Sports, Science and Technology Notification No. 4 in 2020, the following conditions:

- a. Online/distance home learning has been implemented to provide students with a meaningful learning experience without burdening them with the requirement to achieve all curricular outcomes for promotion and graduation. gain.
- b. Homeschooling can focus on teaching life skills, including the Covid-19 pandemic
- c. Home Study Learning activities and assignments may vary for each student based on individual interests and circumstances, including bridging gaps in access to home learning facilities.
- d. Evidence or outcomes of home learning activities are provided with qualitative and useful teacher feedback without the need to provide quantitative scores/values.

As recommended by the government, SLB B Pancaran Kasih Cirebon City also implements an online learning system. Adaptive Physical Education at SLB B Pancaran Kasih can still be carried out in accordance with the circular, even though the situation is limited due to the COVID-19 pandemic, the limitations of students in understanding the material, setting goals, content of materials and methods that are made as simple as possible to be easily understood by students according to their needs. with current conditions.

Based on the statement from Rahyubi (2014) that the learning objectives relate to cognitive, emotional, and psychomotor dimensions. Learning goals can be achieved if the learner is well mastered in the cognitive and emotional aspects and is agile and proficient in the psychomotor aspects. However, in the online learning process, these three aspects have not yet been fully achieved, because what the teacher sees when teaching Physical Education online, deaf students highlight their cognitive and psychomotor abilities, while their affective and social abilities are not so visible. For example, the teacher chooses learning materials that are easy for students to understand by using the command method that is presented online via Whatsapp, YouTube and the like.

In Adaptive Physical Education learning, the role of the teacher is very important for the learning achievement of deaf students who basically have shortcomings and limitations in themselves, especially during this pandemic period,



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government policies forced the learning process to be done online and students were required to study from home. As stated by Nur Wulan Wati (2018) that in general there are inhibiting factors or obstacles for students, namely physical and mental limitations. Physical limitations include tremors, paralysis of the five senses so that students become less enthusiastic about moving their limbs and responding to teacher instructions. For this reason, the teacher's role is very large in socializing to students in SLB..

### Conclusion

Based on the data and qualitative data analysis following the pattern of display, reduction and interpretation, it can be summarized as follows:

1. The purpose of teaching Adaptive Physical Education at SLB B Pancaran Kasih is directed at achieving simple goals following the provisions of the Cirebon City Physical Education MGMP forum which has been specially designed for students with disabilities starting from elementary, junior high and high school.
2. The content/teaching materials made by the Physical Education teacher at SLB B Pancaran Kasih, Cirebon City during the pandemic, were filled with motion and/or simple sports.
3. The teaching method that is often used by Physical Education teachers at SLB B Pancaran Kasih, Cirebon City during the pandemic is the method of commanding deaf students.
4. The evaluation of teaching carried out by Physical Education teachers at SLB B Pancaran Kasih, Cirebon City, uses an assessment of psychomotor abilities and cognition.

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# PROCEEDING THE 5TH ICSDP



International  
Conference  
of Sport  
for Development  
and Peace

## The 5th International Conference of Sport for Development and Peace in Collaboration with 2022 International Conference of Sport History and Culture

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