

ASSESSMENT OF INCLUSIVE PHYSICAL EDUCATION LEARNING FOR ELEMENTARY SCHOOLS IN YOGYAKARTA AND BURUNDI

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ABSTRACT

Physical education services are offered to all children with various characteristics, including Children with Special Needs, in the framework of inclusive education. As a result, physical education learning becomes more challenging for educators to satisfy the demands of their pupils. The lack of teacher expertise on how to give quality services to inclusive students is one of the barriers to inclusive education. The study's goals were to "(1) analyze inclusive sports learning in primary schools in Yogyakarta and Burundi; and (2) provide inclusive and equitable quality education and promote lifetime learning opportunities for everyone. Beyond the commitments it makes, these aims are critical to society's well-being and everyone's quality of life. Methods: A survey method is used in the research using questionnaire. The subjects of the study were elementary school sports teachers in Burundi and Yogyakarta. ANOVA was used to analyze the data response toward 53 questions. Results: The responses of teachers in Burundi and Indonesia differed significantly (p -value 0.000 0.01) with the selections always, often, and very seldom. Meanwhile, there was a significant difference in extremely unusual replies (p -value 0.021 0.05). Teachers in Indonesia are more equipped to tackle online learning in inclusive schools on physical education courses, based on 53 question alternatives, than teachers in Burundi. Conclusion: Although there are still some implementation challenges, the majority of instructors have integrated inclusive learning through the use of various virtual learning tools. The shortage of physical education teachers with special skills in providing special physical education treatment for children with special needs must be addressed

Kata Kunci: *Assessment, adaptive sports, inclusive, physical education, special needs.*