**Physical Education Teachers' Perceptions of Inclusive Learning in Elementary Schools, Martapura District**

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| **ABSTRACT**  This study aims to explore the perceptions of Physical Education (PE) teachers toward inclusive learning in elementary schools within Martapura District. Employing a quantitative descriptive method, data were gathered through a 4-point Likert scale questionnaire distributed to 13 PE teachers selected purposively from 7 elementary schools. Participants were chosen based on having a minimum of one year of experience in teaching inclusive classes. The total population encompassed 39 elementary schools in the district. The results revealed a limited understanding of inclusive education among teachers, with 38% indicating inadequate knowledge of its concepts. Similarly, 38% of the respondents fell into the low category in terms of readiness and ability to deliver inclusive Physical Education. A significant proportion of teachers (77%) reported encountering substantial barriers in implementing inclusive learning, such as insufficient training, lack of supporting facilities, and the absence of specialised co-teachers. Despite these challenges, the study found that institutional support—particularly from school principals and inclusive-oriented policies—was relatively strong, with 46% of respondents reporting a high level of school-based backing, albeit with variations across institutions. These findings suggest that while policy-level support exists, the implementation of inclusive PE remains inconsistent and underdeveloped. The study concludes that enhancing inclusive Physical Education requires targeted teacher training programs, better infrastructural support, and stronger collaboration among educators, administrators, and policymakers. Strengthening these components is essential to realise the full potential of inclusive education in fostering equal participation for all students in Physical Education settings. |  | **ARTICLE HISTORY**  Received: 2025/06/04  Accepted: 2025/06/15  Published: 2025/06/22 |
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|  | **AUTHORS’ CONTRIBUTION**   1. Conception and design of the study; 2. Acquisition of data; 3. Analysis and interpretation of data; 4. Manuscript preparation; 5. Obtaining funding |

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**INTRODUCTION**

Inclusive education has emerged as a cornerstone of educational reform around the world, aligning with global declarations such as the Salamanca Statement (UNESCO, 1994) and the Sustainable Development Goals, particularly SDG 4, which emphasises inclusive and equitable quality education for all (UNESCO, 2017). The core tenet of inclusive education is the belief that all children, regardless of physical, intellectual, social, emotional, linguistic, or other conditions, should have access to quality education in regular schools (Ainscow & Miles, 2008).

Physical Education (PE), traditionally regarded as a subject that emphasises motor skill development, teamwork, and health awareness, faces unique challenges and opportunities in the inclusive setting. Unlike academic subjects, where differentiation may be done quietly at the desk level, PE requires shared physical space, direct peer interaction, and visible competence (Block & Obrusnikova, 2007). This creates both a dynamic and potentially exclusionary environment, especially for students with disabilities (Lieberman et al., 2017).

In addition, inclusive education can provide the widest possible opportunities for all students, including children with special needs, with a purpose. Inclusive education, on the other hand, is an educational service system that allows children with special needs to attend a nearby school and participate in regular classes with students their age (Amiruddin, M. Z., Widihastrini, F., & Bektiningsih, 2021).

Children with special needs differ from ordinary children in terms of education because they have what are called barriers to learning and development. Therefore, they need an education that is in accordance with the learning barriers and developmental barriers they experience (Setyaningsih et al., 2021).

In an inclusive classroom learning, there are various kinds of children's personalities, including children with special needs and abilities. According to (Phytanza et al. (2023), in these cases, inclusive education includes the placement of children with mild, moderate, and severe disorders in full regular classes. This suggests that regular classes can be a relevant learning ground for children with disabilities, no matter the type or degree of the disorder.

There are regulations created at the national and local levels to support inclusive education. Article 3 paragraph (1) of the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Has the Potential for Intelligence and/or Special Talents stipulates that every student who has physical, emotional, mental, or social disorders or has special talents is entitled to access inclusion education in certain educational units according to their needs and abilities (Arriani, F., 2022).

While inclusive education has been widely implemented in academic subjects, inclusion within Physical Education remains under-researched and under-implemented, particularly in developing countries (Wilhelmsen & Sørensen, 2017). Physical Education teachers often encounter difficulties adjusting instruction to cater to the wide range of physical and cognitive abilities found in inclusive classrooms (Qi & Ha, 2012). In elementary school contexts, where foundational attitudes and behaviours toward diversity are formed, PE becomes a vital space to teach not only movement but also empathy, respect, and inclusion (Grenier, 2011).

Research from developed nations shows that teachers’ perceptions of inclusion greatly influence their willingness and ability to adapt their teaching methods (Block et al., 2013; Healy et al., 2013). Teachers with positive attitudes toward inclusion are more likely to implement inclusive practices, while those with negative perceptions often cite a lack of training, resources, or institutional support (Morley et al., 2005; Vickerman & Coates, 2009). However, the contextual factors affecting these perceptions in rural or semi-urban areas in Southeast Asia remain underexplored.

Physical education learning becomes more difficult for Physical Education teachers to meet all children's movement needs and increase their potential. In reality, not all children with special needs receive physical education services that suit their needs because not all Physical Education teachers understand and understand the services that must be provided to children with special needs. In the modern era, education must be more focused on learning children's knowledge and skills.

Based on this limitation, according to Arriani F. (2022), Schools must provide educational programs that suit the specific needs of each child. The main principle of the implementation of inclusive education is that all students, without exception, can learn and that differences become a force in developing their potential. Students with special needs must be present in class to be accepted and participate, which is a common principle in inclusion education.

One of the important figures in learning in schools is teachers, because teachers interact directly with students, both students with special needs and students without special needs. A teacher is expected to be able to provide classroom life to be warmer and at the same time provide understanding to other students to be able to interact with each other (Lubna, 2021). Physical Education Teachers are figures who realise how much their existence means in this inclusive education process in terms of the curriculum in schools and the models that will be taught in inclusive learning. As a result, teachers must be a good example for their students (Mutia et al., 2019). Considering the role of Physical Education teachers in building inclusive schools, it is very important.

Children with special needs need more movement than other students. This is because they have difficulty and require more movement than other students because they have difficulty responding to environmental stimuli to perform movements, mimic movements, and may even experience physical disturbances, so that they cannot perform directed movements (Taufan et al., 2018).

In Indonesia, the government has implemented inclusive education policies through Permendiknas No. 70/2009, which mandates the provision of inclusive classes across educational levels. However, the successful implementation of these policies depends heavily on teacher readiness and perception (Putri et al., 2022). In the context of Physical Education, these challenges become more pronounced due to the physical demands of the subject and the often-limited infrastructure in elementary schools (Suyatno et al., 2021).

Martapura District, located in South Kalimantan, presents a unique case study for investigating inclusive PE. The district, like many others in Indonesia, has begun integrating inclusive principles in primary education; however, there is minimal empirical research on how PE teachers perceive and enact these changes in their day-to-day teaching. Understanding these perceptions is critical because teacher beliefs directly affect pedagogical decisions, classroom climate, and student experiences (Sharma & Sokal, 2015).

A significant body of literature exists on inclusive education globally, yet few studies have specifically addressed the domain of Physical Education in Indonesian elementary schools. Even fewer have examined the perceptions of PE teachers in rural districts such as Martapura. Most studies in Indonesia have focused on inclusive academic instruction (Setiawan et al., 2021) or teacher attitudes in urban inclusive schools (Handayani et al., 2020), overlooking PE as a core subject that plays a pivotal role in physical, cognitive, and social development.

Moreover, the majority of existing research has taken a qualitative or policy-analysis approach. There is a dearth of descriptive-quantitative studies that provide measurable insights into how inclusive education is perceived and implemented in the PE context at the elementary level (Kurniawan et al., 2021). This study aims to fill that gap by systematically analysing the perceptions of PE teachers regarding inclusive education and identifying the factors that shape these views.

The novelty of this study lies in its specific focus on: (1) Physical Education Teachers – Unlike prior research that mainly surveyed classroom or special education teachers, this study targets PE teachers whose subject is uniquely impacted by inclusion dynamics, (2) Elementary Schools in Rural Indonesia – The geographic focus on Martapura District offers insight into the challenges and adaptations in less urbanized areas, which are underrepresented in current literature, (3) Structured Perception Analysis – The study utilizes validated survey instruments to quantify perceptions and analyze how these perceptions correlate with factors such as teaching experience, training, and school infrastructure.

This study seeks to explore and understand how Physical Education teachers in Martapura District perceive inclusive learning environments. The main research questions are: (1) What are the general perceptions of PE teachers toward inclusive learning?, (2) What challenges do they face in implementing inclusive PE in elementary schools?, and (3) What institutional, personal, and environmental factors influence these perceptions?

By answering these questions, the study contributes to a better understanding of how inclusive education policies are internalised and practised by front-line educators. Furthermore, the findings may guide policy adjustments, teacher training programs, and curriculum design for inclusive PE across Indonesia.

**METHODS**

This study aims to determine the perception of Physical Education teachers towards inclusive learning in Martapura District Elementary School using a quantitative descriptive method. According to (Wahyudi (2022), Quantitative descriptive research is used to describe, research, and explain something that is studied as it is, and conclude observable phenomena using numbers. Research is a process of seeking the truth about a phenomenon or fact that occurs in a structured and systematic way (Makbul, 2021).

This study uses purposive sampling. According to (Ani et al., 2021) Purposive sampling is a sampling technique used to take samples from certain aspects, using a sample of 13 Physical Education teachers from 7 elementary schools in Martapura District, the sample selection criteria are teachers who have had at least one year of inclusion teaching experience and the population consists of 39 elementary schools in Martapura District. A population is a generalised region that consists of objects or subjects that have certain qualities and characteristics that the researcher chooses to study and then draws conclusions. The researcher must have a good understanding of the sample, both in determining the number of samples and in determining which samples are taken to determine or assign the right sample (Asrulla et al., 2023).

In the data collection technique, this study used a closed questionnaire with a Likert scale of 4 points from 35 statement indicators with 4 factors. According to (Kurniawati & Judisseno, 2022), the Likert scale is proven to be able to assess the effectiveness of the registration stages carried out in more detail and accurately. The data obtained from the questionnaire were analysed quantitatively using descriptive statistics. In the process of data analysis, categorisation is carried out. The category uses the Mean (average).

According to (Sriyanto, 2019), the approach that is commonly used in processing raw scores into values with absolute standards is called the norm-referenced assessment (PA) in the scale. Furthermore, the meaning can be carried out as a discussion of the problems proposed in the form of percentages. (Scott, 2017) The formula to find out the relative frequency (percentage) is as follows:

**RESULTS AND DISCUSSION**

**Result**

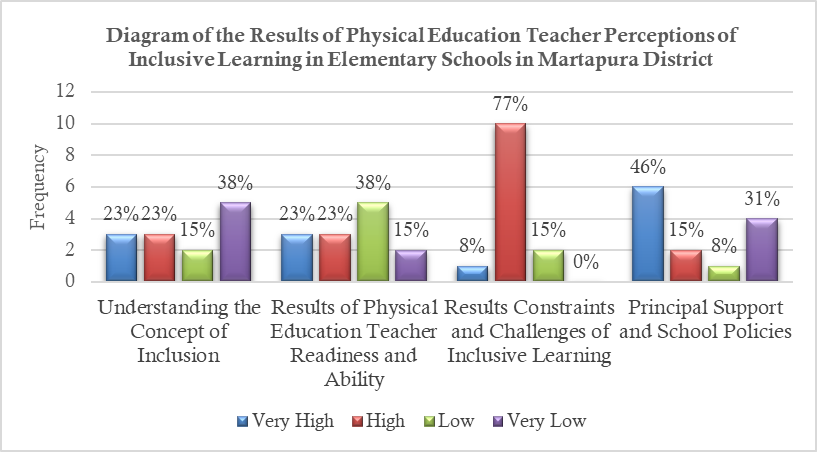
The results of this study show how Physical Education teachers' perception of inclusive learning is in Martapura District Elementary Schools. The number of statement indicators in the questionnaire consists of 4 factors, namely: the factor of understanding the concept of inclusion 5 items of statement, the factor of readiness and ability of Physical Education teachers 11 items of statements, factors of obstacles and challenges in the implementation of 2 items of statements and support of school principals and school policies 17 items of statements.

The distribution table of Physical Education teachers' perceptions of inclusive learning at Martapura District Elementary School is shown in the following table:

**Table 1.**

Results of Physical Education Teachers' Perception of Inclusive Learning in Martapura District Elementary School

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| --- | --- | --- | --- | --- |
| **Category** | **Understanding the Concept of Inclusion** | **Results of Readiness and Ability of Physical Education Teachers** | **Outcomes, Constraints and Challenges of Inclusive Learning** | **Principal Support and School Policy** |
| Very High | 23% | 23% | 8% | 46% |
| Tall | 23% | 23% | 77% | 15% |
| Low | 15% | 38% | 15% | 8% |
| Very low | 38% | 15% | 0% | 31% |
| **Total** | **100%** | **100%** | **100%** | **100%** |

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**Figure 1.**

Results of Physical Education Teachers' Perception of Inclusive Learning in Martapura District Elementary School

Based on the data results from table 1 and figure 1, the percentage distribution shows several factors how the perception of Physical Education teachers towards inclusive learning in Martapura District Elementary Schools is that the variation of different categories in the overall aspect, the factor of understanding the concept of inclusion in the category of "very high" 23% (3 teachers), the "high" category 23% (3 teachers), the "low" category 15% (2 teachers), and the category "very low" 38% (5 teachers). Meanwhile, the readiness and ability factor of Physical Education teachers in the "very high" category is 23% (3 teachers), the "high" category is 15% (2 teachers), the "low" category is 38% (5 teachers), and the "very low" category is 15% (2 teachers). Factors of obstacles and challenges of inclusion learning at Martapura District Elementary School in the "very high" category of 8% (1 teacher), "high" category 77% (10 teachers), "low" category 15% (2 teachers), and "very low" category 0% (0 teachers).

Furthermore, it shows the support factors of school principals and school policies in the "very high" category 46% (6 teachers), "high" category 15% (2 teachers), "low" category 8% (1 teacher), and "very low" category 31% (4 teachers). Therefore, it can be concluded that Physical Education teachers at Martapura District Elementary Schools mostly have diverse perceptions of inclusive learning, with a tendency in the "high" and "very low" categories. This shows that there are still gaps in understanding, readiness, and support that need to be addressed and improved to maximise the implementation of inclusive learning as a whole in the educational environment.

**Discussion**

The purpose of this study is to find out teachers' perceptions of the inclusion education system in elementary schools. The results showed that Physical Education teachers at Martapura District Elementary School viewed inclusive learning in a variety of ways, and may not be optimal. In addition, due to the limited amount of training received, there are still problems for teachers to create lesson plans, change physical activities, and conduct inclusion assessments, there are many teachers who face issues such as inadequate facilities and infrastructure, limited tools, limited time, limited number of students, and lack of specialized tutors. Nevertheless, it is classified very highly against the policy support and facilities of school principals towards diversity, although it is uneven. However, it is an important part of the work of Physical Education teachers in inclusive learning.

The author will explain the perception of Physical Education teachers towards inclusive learning based on the following factors: Factors related to understanding the concept of inclusion show that 38% of Physical Education teachers in Martapura District Elementary Schools have a very low understanding of inclusive learning. One of the main factors that affects this low perception is that teachers do not understand the core concept of inclusive learning itself.

Data collected from the questionnaire shows that few teachers truly understand the concept of inclusive education. Most of the Physical Education teachers in this group still lack understanding of the concept of inclusive learning, its purpose, and its implementation in physical education. They are more likely to believe that inclusive learning is a type of education that is only intended for students with special needs. It is not like learning that is fair and equal for every student.

Another factor that makes Physical Education teachers less aware of inclusive learning is the readiness and ability of Physical Education teachers to implement learning following the principles of inclusion. According to the results of the study, 38% of Physical Education teachers fall into this category. According to research (Rojo-Ramos et al., 2022), a set of perceptions, beliefs, positive or negative feelings, and ways of reacting to educational attitudes focused on learning achievement for all students.

The results show that teachers still need support in terms of mental readiness, pedagogical expertise, and technical skills to manage inclusive learning well. Have the ability to create a learning implementation plan (RPP) that is friendly to student diversity, make decisions about customizable learning models and methods, and create a fair assessment strategy for all students, including those with special needs.

According to research conducted by (Krismayadi et al., 2021), Learning outcome assessment is carried out by teachers to review and evaluate the process, improving learning, and improving student learning outcomes on an ongoing basis. Nevertheless, there are some Physical Education teachers who argue that they are still using a conventional approach, which tends to focus on regular students and has not fully paid attention to the needs of different students. However, some teachers are ready and able to implement inclusive learning.

Although Physical Education teachers do not make individual learning plans (RPIs), they do tailor learning implementation plans (RPP) to the abilities of children with special needs. Children with special needs remain engaged in Physical Education lessons because they are happy with the lessons as well as their reduced volume of movement. Several schools have special assistant teachers from direct service, and there are also those from parents of children with special needs who provide special assistant teachers for their children.

In addition, in terms of evaluation, such as the report card system used from the 7 elementary schools that the author researched, there is one school that distinguishes the report card to show regular students and students with special needs, and the Physical Education teacher states that the assessment of the report card must be adjusted to the ability of the student. Children with special needs have their judgment. The minimum completeness criteria (KKM) for regular children is 70, and the minimum completeness criteria (KKM) for children with special needs is 60. Three aspects must be assessed in physical education, namely: cognitive aspect, affective aspect and psychomotor aspect, where each aspect has its purpose (Salasiah et al., 2020).

The factors of obstacles and challenges of inclusive learning show that 77% of Physical Education teachers face problems and difficulties in implementing inclusive learning. This fairly high number suggests that although many educators theoretically understand the importance of inclusive education, it is still not fully implemented in the field. A number of practical and structural constraints affect this. The limitation of facilities and infrastructure that support inclusive Physical Education learning is one of the main challenges faced by teachers. Many elementary schools do not have sufficient sports facilities to meet the needs of all students, especially those with special physical or other needs.

Learning activities become less accommodating if there are no aids such as sports-friendly wheelchairs, secure mats, or adaptable play tools. Physical Education teachers are also faced with a lack of guidelines or references that can be used to adapt Physical Education materials and learning models to the diverse needs of students. According to the learning model found in physical education can provide various values contained in life skills; therefore, physical education is an ideal place to develop students' life skills.

In many cases, teachers have not received specific training on how to adapt movements, games, or forms of assessment that are appropriate for students with different types of special needs. This raises doubts in determining the right approach, and can ultimately affect the effectiveness of learning activities. In research (Borges, 2023), Vuong, Q.-H., & Trung (2021) stated that there are many factors that can affect whether the education system is inclusive and equitable or not. Teachers' attitudes and skills, infrastructure, pedagogical strategies, and curriculum are some of them. Because inclusive learning in Physical Education usually involves a lot of physical activity, teachers feel the need to be more careful in involving students with special needs.

In addition, Physical Education teachers often teach in several classrooms with a relatively large number of students in elementary schools, which makes it difficult to give special attention to each student, especially those with special needs and limited face-to-face time. Physical Education teachers are still less involved in intense communication or cooperation with classroom teachers, and lack of specialised companion teachers. When this cooperation does not go well, the burden of implementing inclusive learning becomes completely focused on the Physical Education teachers, which can overwhelm them.

Theoretically, this condition is in line with the idea (Ainscow, 2005). This leads us to assume that many of the obstacles experienced by learners come from existing ways of thinking. Therefore, strategies to develop inclusive practices must involve disruption to these ways of thinking to encourage insiders to explore possibilities that have been neglected in developing educational practices. Identify various systemic barriers to inclusion implementation, such as lack of training, lack of resources, and inadequate facilities (Borges, 2023). It can be said that even though the implementation of integrated physical education has provided adaptive equipment and adequate personnel support, this does not necessarily guarantee the creation of a truly inclusive learning experience for students. If any of these components are not available or running well, then the inclusion process will experience significant bottlenecks (Haegele et al., 2021).

The support factor of the principal and school policy of 46% of Physical Education teachers stated that the support from the principal and school policies for the implementation of inclusive learning was in the very high category. The results showed that almost half of the respondents felt a strong commitment from school management, especially the principal, to create a learning environment that was friendly, open, and supportive of diversity.

School principals have an important role in creating an inclusive educational environment. School policies that encourage diversity, such as flexibility in learning methods and the ability to adapt the curriculum to meet the needs of students, will provide greater support to teachers in their efforts to implement learning that engages all students, including students with special needs in Physical Education subjects.

Schools that seek to help students with special needs also show support. Some schools have special assistant teachers (GPK), which shows the school's attention to more individualised service needs.

Although not evenly distributed, some schools have also begun to adjust their facilities and equipment to encourage students to participate more actively in Physical Education activities. It is very important for the principal to demonstrate a cooperative approach in learning management. Physical Education teachers have the opportunity to speak, share their concerns, and participate in the decision-making process about inclusive learning. This kind of friendly and talking environment is essential to foster teachers' confidence to develop equitable and inclusive learning strategies and to continue to innovate.

**CONCLUSION**

To the extent that Physical Education teachers know about inclusive learning in Martapura District Elementary School, it can be concluded that teachers' views are still diverse and may not be optimal. The results of the analysis show that most Physical Education teachers still have a very low understanding. In addition, teachers are still not ready to manage inclusive learning. This study also found that there is strong support from several school principals in pursuing inclusive learning, including in the form of policies that support student diversity, teacher training, and the provision of basic facilities for children with special needs.

It is suggested that Physical Education teachers need to improve their understanding of inclusive education through training, seminars, and workshops, especially in the context of physical learning. They are also expected to be able to adjust learning plans and methods to suit the needs of all students, including children with special needs. Collaboration with classroom teachers, special assistant teachers (GPK). Policymakers, both at the school level and the education office, need to provide systematic support, including the provision of infrastructure, inclusive policies, periodic training, and the placement of special assistant teachers. This is important to strengthen the implementation of Physical Education learning that is fair and equal for all students. It is hoped that Indonesian elementary schools can implement inclusion education well. Researchers are further advised to expand the scope of respondents and research locations, as well as use a mixed approach (quantitative and qualitative) to gain a more comprehensive understanding. The research can also be focused on other levels of education and evaluate the effectiveness of the training that has been provided to Physical Education teachers in implementing inclusive learning.

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