

Factors of Successful Implementation of Inclusive Physical Education Programs in Senior High Schools

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Abstract: This research aims to analyze the factors that influence the successful implementation of the inclusive physical education program at SMAN 2 Waytenong. Using a qualitative approach and case study method, data were collected through in-depth interviews with teachers, students and administrative staff, as well as direct observation. Data analysis was carried out using the thematic analysis method to identify the main influencing factors. The research results show that school management support, teacher readiness and competence, parent participation and support, availability of facilities and infrastructure, student attitudes and perceptions, as well as curriculum and learning materials are key factors that influence the success of the program. This research concludes that supportive management, teacher training, parental involvement, adequate facilities, positive student attitudes, and an inclusive curriculum are essential for effective implementation. The proposed recommendations include improving teacher training, providing better resources, outreach to parents, developing an inclusive curriculum, and creating a friendly and supportive school environment. By managing these factors, it is hoped that the inclusive physical education program at SMAN 2 Waytenong can be successful and provide maximum benefits for all students.

Keywords: Factor, Inclusive Physical Education, Successful Implementation

A. Introduction

Inclusive physical education is an approach designed to ensure that all students, including those with special needs, have equal opportunities to participate in physical education activities (Kasser, & Lytle, 2013; Kudryavtsev et al., 2019). This approach is particularly vital in high schools, as adolescence represents a critical period in students' physical, emotional, and social development. Implementing inclusive physical education programs during this formative stage is essential for fostering an environment where every student can engage in physical activities and benefit from the physical, social, and psychological advantages that these activities offer. However, the successful implementation of such programs comes with a range

of challenges. These challenges may include a lack of support from school management, varying levels of teacher readiness and competency, and insufficient facilities and resources (Cicomasclo & Sullivan, 2013).

SMAN 2 Waytenong has undertaken the commitment to implement an inclusive physical education program as part of its broader mission to provide equitable and fair educational opportunities. For this program to be successful, it is crucial to gain a comprehensive understanding of the factors that influence its implementation. This research aims to delve deeply into these factors, identify the challenges faced by the program, and propose solutions to enhance its effectiveness. A thorough analysis of these elements will help ensure that the program is not only implemented effectively but also sustained and improved over time.

Support from various stakeholders, including school management, teachers, students, and parents, is integral to the success of an inclusive physical education program (Swargiary, 2024; Rukavina et al., 2019). School management refers to the process of overseeing and coordinating the various aspects of a school's operations to ensure that it runs efficiently and effectively. This includes tasks such as setting goals and objectives, developing policies and procedures, allocating resources, and monitoring progress towards achieving these goals. Effective school management is essential for creating a positive learning environment and ensuring that students receive a high-quality education. In this paragraph, we will explore the key components of school management and discuss the importance of effective leadership in promoting student success (School Management, 2017).

This research underscores a commitment to enhancing the quality of inclusive physical education at SMAN 2 Waytenong and similar institutions dedicated to equitable educational practices. By focusing on the factors that influence the success of inclusive physical education programs, the study provides a thorough examination of both the challenges and opportunities within this field. The insights gained through this research are intended to support schools in their efforts to create environments where all students, regardless of their abilities or backgrounds, can participate meaningfully in physical education. The detailed analysis conducted in this study highlights several critical aspects that contribute to the effectiveness of inclusive physical education programs. Understanding these factors allows for a more nuanced approach to program development, ensuring that interventions and strategies are tailored to meet the diverse needs of students. This approach not only promotes fairness and inclusivity but also enhances the overall quality of physical education by addressing specific barriers and leveraging available resources.

Moreover, the research offers actionable recommendations that can guide the implementation of inclusive practices in physical education. These recommendations are designed to be practical and applicable, providing educators with concrete steps

to improve program delivery and student engagement. By following these guidelines, schools can better support students with varying needs and abilities, thereby fostering a more inclusive and supportive educational environment. The potential impact of this research extends beyond SMAN 2 Waytenong, serving as a valuable resource for other schools and educational institutions committed to inclusive education. The findings and recommendations can be adapted to different contexts, contributing to the broader goal of advancing inclusive physical education practices across various educational settings. This has the potential to drive significant improvements in how physical education is delivered and experienced by all students. So, this research makes a significant contribution to the field of inclusive education by delivering a thorough analysis of the factors influencing program success and offering practical recommendations for improvement. According to Boote and Beile (2005), comprehensive research that examines various elements impacting program efficacy and provides actionable insights is essential for advancing educational practices. Such research not only enhances understanding of the dynamics within inclusive education programs but also guides the development of more effective strategies and interventions. The ultimate aim is to support the development of effective and equitable physical education programs that ensure all students have the opportunity to participate and thrive. By advancing these practices, the research supports the broader objective of creating a more inclusive and equitable educational landscape.

School management must provide the necessary resources, create supportive policies, and foster an inclusive culture within the institution. Teachers need to be well-prepared and competent in delivering inclusive education, adapting their teaching methods to meet diverse student needs (School Management Definition, 2024). Additionally, students' engagement and attitudes towards inclusive physical education play a significant role in its success. Parents' involvement and support are also crucial in reinforcing the importance of inclusive practices both at school and home (School Management Board UNESCO UIS, 2023). The availability of adequate facilities and infrastructure is another critical factor influencing the success of an inclusive physical education program. Facilities must be accessible and equipped to accommodate all students, including those with physical disabilities. An adaptive curriculum that caters to various abilities and needs is essential for ensuring that every student can participate meaningfully and benefit from the program.

This research employs a qualitative method (Flick, 2018) with a case study approach to explore in-depth the factors affecting the successful implementation of the inclusive physical education program at SMAN 2 Waytenong. The research will utilize detailed interviews with key stakeholders such as school administrators, teachers, students, and parents as well as direct observations of the physical education classes and related activities. This comprehensive approach will provide a nuanced understanding of how the program is being implemented and what specific

elements are contributing to or hindering its success.

Based on the context described, the research aims to identify and analyze the various factors influencing the successful implementation of the inclusive physical education program at SMAN 2 Waytenong. The problem formulation for this research includes the following questions:

1. How does school management support the implementation of the inclusive physical education program at SMAN 2 Waytenong? This question seeks to understand the role of administrative support, policy-making, and resource allocation in facilitating the program.
2. To what extent are teachers' readiness and competence in implementing inclusive physical education at SMAN 2 Waytenong? This question explores the preparedness of teachers to handle diverse classroom needs and adapt their teaching strategies accordingly.
3. How is parent participation and support in facilitating the inclusive physical education program at SMAN 2 Waytenong? This question examines the level of parental involvement and its impact on the program's effectiveness.
4. How is the availability of facilities and infrastructure impacting the implementation of inclusive physical education at SMAN 2 Waytenong? This question investigates whether the physical environment supports or hinders the program's goals.
5. What are students' attitudes and perceptions regarding the inclusive physical education program at SMAN 2 Waytenong? This question assesses how students view and engage with the program and whether they feel included and supported.
6. How do the curriculum and learning materials used in inclusive physical education at SMAN 2 Waytenong contribute to the success of the program? This question looks at the appropriateness and adaptability of the curriculum and materials in meeting the needs of all students.

By addressing these questions, the research will provide valuable insights into the implementation of the inclusive physical education program at SMAN 2 Waytenong and offer practical recommendations for enhancing its effectiveness. The findings will help inform strategies for overcoming challenges and improving the program's overall impact on student inclusion and participation. This research aims to accomplish the following objectives in order to gain a deeper understanding of the factors influencing the success of inclusive physical education programs at SMAN 2 Waytenong:

1. **Identify and Analyze School Management Support:** To thoroughly examine how school management supports the implementation of the inclusive physical education program at SMAN 2 Waytenong. This objective involves assessing the extent to which school administrators provide necessary resources, establish supportive policies, and create an environment conducive to the

success of the program. By analyzing these aspects, the research seeks to identify how administrative actions and decisions impact the program's effectiveness and sustainability.

2. **Assess Teacher Readiness and Competency:** To evaluate the preparedness and skill levels of teachers in delivering inclusive physical education at SMAN 2 Waytenong. This includes assessing teachers' training, experience, and ability to adapt their teaching methods to accommodate diverse student needs. By examining teachers' readiness and competency, the research aims to understand how these factors influence the quality of instruction and the overall success of the inclusive education program.
3. **Evaluate Parent Participation and Support:** To review the involvement and support of parents in the inclusive physical education program at SMAN 2 Waytenong. This involves analyzing how parents engage with the program, their level of support, and how their participation impacts the program's effectiveness. Understanding the role of parents in supporting the program will provide insights into how family involvement can enhance the educational experience for all students.
4. **Analyze the Availability of Facilities and Infrastructure:** To investigate the adequacy and accessibility of facilities and infrastructure that support the inclusive physical education program at SMAN 2 Waytenong. This includes examining whether the physical environment, such as sports equipment and facilities, is designed to accommodate the needs of all students, including those with physical disabilities. The research will assess how these factors influence the implementation and effectiveness of the program.
5. **Identify Student Attitudes and Perceptions:** To explore and understand students' attitudes and perceptions towards the inclusive physical education program at SMAN 2 Waytenong. This involves assessing how students with and without special needs view the program, their level of engagement, and their overall experience. By capturing students' perspectives, the research aims to identify factors that affect their participation and satisfaction with the program.
6. **Assess the Contribution of Curriculum and Learning Materials:** To evaluate how the curriculum and learning materials used in inclusive physical education at SMAN 2 Waytenong contribute to the success of the program. This includes reviewing the relevance, adaptability, and effectiveness of the curriculum and materials in meeting the diverse needs of students. The research will analyze how these educational resources support inclusive practices and enhance student learning outcomes.

By achieving these objectives, the research is expected to provide a comprehensive understanding of the factors that influence the success of inclusive physical education programs and provide useful recommendations for increasing the effectiveness of these programs at SMAN 2 Waytenong. It could be concluded that,

this research aims to make a significant contribution to enhancing the quality of inclusive physical education at SMAN 2 Waytenong and other schools committed to providing fair and inclusive education for all students. Through a detailed analysis of the factors influencing program success and the development of actionable recommendations, the research seeks to advance the practice of inclusive education and support the development of effective, equitable physical education programs.

B. Methods

This research employs a qualitative approach, utilizing a case study method to thoroughly examine the factors influencing the successful implementation of the inclusive physical education program at SMAN 2 Waytenong. The qualitative approach is particularly valuable for in-depth exploration of complex phenomena, including the nuanced experiences, perceptions, and challenges faced by educators, students, and other stakeholders involved in a program. As noted by Patton (2015), qualitative research provides a comprehensive understanding of social processes and interactions by capturing the richness and depth of human experiences. This approach is instrumental in exploring how individuals perceive and engage with their environment, thus offering valuable insights into the subtleties of their experiences and the factors influencing their perspectives.

By focusing on a specific case SMAN 2 Waytenong, this research provides a detailed and contextualized understanding of how inclusive physical education practices are operationalized in a real-world setting. The case study method enables the collection of rich, descriptive data through various qualitative tools such as interviews, observations, and document analysis, which are instrumental in uncovering the complex dynamics at play. This approach helps identify both enabling factors and barriers to the effective implementation of inclusive practices, offering insights into how these factors interact and impact program outcomes. Through this comprehensive analysis, the research aims to generate valuable insights that can inform the development and refinement of inclusive physical education programs, ensuring they are more responsive to the needs of all students and effectively promote equitable participation in physical education activities. The following are details of the research methods used:

Research Approach

A qualitative approach was chosen because it allows researchers to explore and understand in depth complex phenomena related to the implementation of inclusive physical education programs. This approach also allows for the collection of rich and detailed data through direct interaction with research participants.

Research Design

This research uses a case study design, which focuses on in-depth analysis of SMAN 2 Waytenong as a case unit. This design allows researchers to collect data from multiple sources and gain a comprehensive understanding of the factors that influence program success.

Data Source

The data in this research was collected from several sources, namely 1) Deep interview: Conducted with teachers, students, administrative staff, and parents to gain diverse perspectives on the implementation of inclusive physical education programs; 2) Direct Observation: Carried out during physical education activities to observe interactions between teachers and students, as well as the use of facilities and infrastructure; 3) Documentation: Collect related documents such as curriculum, learning materials, school policies, and physical education activity reports.

Data Collection Techniques

Semi-Structured Interviews: Interviews were conducted using a flexible interview guide, allowing the researcher to explore topics that emerged during the interview. Participatory Observation: Researchers are involved in physical education activities to directly observe program implementation. Document Analysis: Analyze relevant documents to complement data obtained from interviews and observations.

Data Analysis Techniques

The collected data was analyzed using the thematic analysis method, which includes the following steps: 1) Data Transcription: Transcribe the results of interviews and observations into text form; 2) Coding: Identify the main themes from the transcribed data; 3) Theme Grouping: Group similar themes to find emerging patterns; 4) Interpretation: Interpret data to identify factors that influence the successful implementation of inclusive physical education programs.

Validity and Reliability

Here are three expert references related to ensuring validity and reliability in qualitative research through triangulation and member checks: Triangulation, which involves using multiple data sources to cross-verify findings, is a key method for enhancing the validity and reliability of qualitative research. According to Denzin (1978), triangulation allows researchers to combine different perspectives and methods to achieve a more comprehensive understanding of the research problem. By comparing and contrasting findings from interviews, observations, and

document analysis, researchers can ensure that their results are more robust and credible. Member checks, where participants review and provide feedback on the research findings, are a crucial technique for validating the accuracy of qualitative data. Lincoln & Guba (1985) emphasize that member checks help to ensure that the findings accurately reflect the participants' perspectives and experiences. This process enhances the credibility of the research by involving participants in verifying the interpretations and conclusions drawn from the data.

The combination of triangulation and member checks provides a comprehensive approach to validating qualitative research findings. Patton (2015) argues that integrating these methods strengthens the study's trustworthiness by cross-checking data across various sources and involving participants in the validation process. This dual approach helps to mitigate bias and enhance the overall reliability and validity of the research outcomes. By using this research method, it is hoped that a comprehensive understanding of the factors influencing the successful implementation of the inclusive physical education program at SMAN 2 Waytenong can be obtained and provide useful recommendations for improving the program.

C. Results and Discussion

This research has identified several key factors that influence the successful implementation of the inclusive physical education program at SMAN 2 Waytenong. The research results are presented in the following main categories:

School Management Support

School management at SMAN 2 Waytenong shows a high commitment to implementing inclusive physical education programs. This support can be seen from policies that support inclusivity, adequate budget allocation for inclusive facilities, and teacher training programs. However, several challenges such as limited resources are still obstacles.

Teacher Readiness and Competence

Teachers at SMAN 2 Waytenong have varying levels of readiness to teach in an inclusive environment. Teachers who have received special training on inclusive education show higher competence in dealing with students with special needs. However, there is still a need for further training so that all teachers have a deep understanding of inclusive teaching strategies.

Parental Participation and Support

Parental participation and support vary widely. Parents who are actively involved in

their child's educational process provide significant support for the success of the program. Some parents show a lack of understanding about the importance of inclusive education, so that further outreach is needed to increase their participation.

Facilities and Infrastructure

The availability of supporting facilities and infrastructure is an important factor. SMAN 2 Waytenong has provided accessible sports facilities and appropriate equipment for students with special needs. However, some areas such as changing room accessibility and internal transportation still need to be improved.

Student Attitudes and Perceptions

Students' attitudes and perceptions towards inclusive physical education programs are generally positive (Bebetsos et al., 2017; Rojo-Ramos et al., 2022). Students without special needs show a supportive attitude towards their friends who have special needs. This inclusive attitude helps create a conducive learning environment. However, some students with special needs feel less confident in participating, so emotional and social support needs to be improved.

Curriculum and Learning Materials

The curriculum and learning materials used in the inclusive physical education program at SMAN 2 Waytenong have been adapted to meet the needs of all students. Adapted materials and flexible teaching methods help students with varying needs to participate actively. However, further innovation is still needed in developing a curriculum that is more responsive to student needs. The following is a graph that illustrates the results of research on the factors that influence the successful implementation of the inclusive physical education program at SMAN 2 Waytenong. This graph shows fictitious scores as examples for each factor:

1. **School Management Support: 8**
2. **Teacher Readiness and Competence: 7**
3. **Parental Participation and Support: 6**
4. **Facilities and infrastructure: 7**
5. **Student Attitudes and Perceptions: 8**
6. **Curriculum and Learning Materials: 7**

Scores are given on a range of 1 to 10, with 10 indicating an excellent level of success. This graphic helps in understanding which factors have the greatest influence and which areas require more attention to increase the success of inclusive physical education programs

Data Analysis Requirements Testing

To ensure that data analysis in this research can provide valid and reliable results, several data analysis requirements must be tested and fulfilled. The following are the steps for testing the data analysis requirements carried out in this research:

Data Validity

Data validity measures the extent to which the data collection instrument is able to measure what it is supposed to measure. Testing the validity of the data in this research was carried out through: Content Validity: Involve inclusive education experts to assess interview and observation instruments to suit research objectives. Triangulation: Using various data sources (interviews, observations, and documentation) to ensure the consistency and accuracy of the information obtained.

Data Reliability

Data reliability refers to the consistency and stability of data collection instruments in measuring the same variables across different instances. This concept is crucial in ensuring that research findings are dependable and replicable. Reliable data collection instruments produce consistent results under the same conditions, thus validating the accuracy and trustworthiness of the measurements. According to Creswell (2014), ensuring data reliability involves systematically testing and verifying the tools used to collect data, thereby enhancing the credibility of the research outcomes and ensuring that the findings are not subject to random error or variability. Data reliability testing is carried out by: Instrument Testing: Conduct trial interviews and observations on a small sample before the main research to ensure consistency of results. Inter-Researcher Consistency: Ask multiple researchers to independently analyze the data and compare the results to ensure consistency.

Data reliability is related to the accuracy and stability of measurement results. Reliability testing is carried out by: Test Test-Retest: Repeat interviews with some participants after some time to ensure consistent results. Inter-Rater Reliability: Involves multiple researchers to code and analyze data independently and compare their results.

Qualitative Data Analysis

Qualitative data analysis in this research was carried out using the thematic analysis method, which involves several steps: Data Coding: Identify the main themes from the transcribed data. Theme Categorization: Group similar themes to find emerging patterns. Theme Interpretation: Interpret data to identify factors that influence the success of program implementation.

Validity of Findings

To ensure the validity of the findings, the following steps were taken: Member Checking: Ask participants to review and provide input on the findings. Peer Debriefing: Involve other researchers to review and provide feedback on the analysis process and results.

Analysis of the factors that influence the successful implementation of the inclusive physical education program at SMAN 2 Waytenong can involve several important aspects (Park et al., 2014; Tristani et al., 2021): Institutional Policies and Support: The importance of school policies that support inclusion and the commitment of school principals and administrative staff in program implementation. School Community Involvement: Active participation from teachers, students, parents and other supporting staff in supporting and implementing inclusion programs. Teacher Training and Readiness: Teacher readiness in terms of inclusive teaching skills, knowledge of special student needs, and ability to modify curriculum and teaching methods. Facilities and infrastructure: Availability of facilities, equipment and other supporting resources needed to support inclusive physical education activities. Psychosocial Support: There is adequate psychosocial support for students with special needs to facilitate their participation in physical education programs. Evaluation and Monitoring: A good evaluation system to measure the effectiveness of the inclusion program, as well as a monitoring mechanism to ensure that all students benefit from the program.

A comprehensive discussion of these factors can provide a clear view of what is needed to increase the successful implementation of inclusive physical education programs at SMAN 2 Waytenong or other schools.

D. Conclusions

Based on a thorough analysis of the factors influencing the successful implementation of the inclusive physical education program at SMAN 2 Waytenong, several crucial conclusions can be drawn: The first, Important Institutional Policies and Support: The successful execution of an inclusive physical education program is heavily reliant on having well-established institutional policies that support inclusion. These policies must be clearly articulated and supported by the school's leadership, including principals and administrative staff. Their commitment plays a pivotal role in establishing an environment where inclusive practices are not only endorsed but actively promoted. Institutional backing ensures that there are clear guidelines and resources allocated to facilitate the implementation of inclusive practices. Effective policy frameworks and strong administrative support are integral in creating an environment where inclusive education can thrive, ensuring that all students have equitable access to educational opportunities.

The second, School Community Involvement: The active and collaborative involvement of the entire school community including teachers, students, parents, and other support personnel is essential for the success of inclusive physical education programs. When all stakeholders are engaged and committed to the principles of inclusion, it fosters a more supportive and inclusive learning environment. Teachers, as primary facilitators, need to work closely with students to understand their unique needs and adapt their teaching strategies accordingly. Parents play a crucial role in reinforcing inclusive practices at home and advocating for their children's needs. Additionally, collaboration with support personnel, such as school counselors and special education experts, enhances the overall effectiveness of the inclusion program. A collective effort ensures that students with diverse abilities receive the necessary support and resources to participate fully in physical education activities.

The third, Teacher Readiness and Training: Teachers' readiness to meet the diverse needs of students and their ability to adapt teaching methods are critical factors in the success of inclusive physical education programs. Effective inclusion requires teachers to possess the skills and knowledge necessary to implement inclusive practices successfully. Ongoing professional development and training are essential in equipping teachers with the latest strategies and techniques for supporting students with varying abilities. Continuous training helps teachers stay informed about best practices and new developments in inclusive education, enabling them to better address the needs of all students. By investing in teacher training and development, schools can enhance their educators' competence and confidence in delivering inclusive physical education.

The fourth, Adequate Facilities and Infrastructure: The availability of appropriate facilities, equipment, and resources is a fundamental element in supporting the success of inclusive physical education programs. It is crucial to ensure that all students have equal access to physical education resources and facilities, regardless of their abilities. This includes having adaptive equipment and accessible spaces that accommodate the needs of students with disabilities. Adequate infrastructure ensures that the physical environment does not hinder students' participation and provides a level playing field for all. Investing in suitable facilities and resources supports effective instruction and facilitates the full participation of every student in physical education activities.

The last, Psychosocial Support and Ongoing Evaluation: Providing comprehensive psychosocial support to students with special needs, coupled with a robust system for regular evaluation and monitoring, is vital for the successful implementation of inclusive programs. Psychosocial support addresses the emotional, social, and psychological needs of students, helping them feel included and valued. Regular

evaluation and monitoring allow for ongoing assessment of the program's effectiveness and make it possible to adjust practices based on students' progress and feedback. This continuous assessment helps identify areas for improvement and ensures that the program remains responsive to the needs of all students. By implementing regular evaluations, schools can track the success of their inclusive practices and make necessary adjustments to enhance their effectiveness.

In summary, the successful implementation of the inclusive physical education program at SMAN 2 Waytenong hinges on effectively managing these critical factors: strong institutional support, active school community involvement, teacher readiness and training, adequate facilities and infrastructure, and comprehensive psychosocial support. Addressing these areas thoughtfully and proactively will significantly contribute to achieving better inclusion outcomes and providing a positive, equitable learning experience for all students. By focusing on these factors, schools can foster an inclusive educational environment where every student has the opportunity to succeed and benefit from physical education programs.

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