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The role of teachers in implementing the movement guidance program for students with physical disabilities in slb

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ABSTRACT

Students with physical disabilities experience limitations in their motor skills, which impact their daily activities and independence. This situation demands a planned and structured movement development program in Special Needs Schools (SLB). In its implementation, teachers play a crucial role not only as instructors but also as facilitators, guides, and evaluators in developing students' motor skills. This study aims to describe the role of teachers in implementing a movement development program for students with physical disabilities in SLB. The study used a qualitative approach with a descriptive method. Data collection techniques included observation, interviews, and documentation. The results indicate that the teachers' role in the movement development program includes program planning based on student needs assessments, gradual and continuous implementation of movement exercises, and evaluation of students' motor development and independence. Furthermore, the success of the movement development program is influenced by teacher competence, school environmental support, and parental involvement. Therefore, the teacher's role is a key factor in optimizing the implementation of the movement development program to improve the motor skills and independence of students with physical disabilities.

Keyword: teacher role; movement development program; physical disabilities

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1. INTRODUCTION

Students with physical disabilities are individuals who experience movement disorders caused by abnormalities in the muscles, bones, or nerves, resulting in limitations in performing daily activities. This condition not only affects motor skills but also impacts social and psychological aspects, such as self-confidence and the ability to interact with the environment (Zahrawati, 2018). Furthermore, the limited mobility experienced by students with physical disabilities also affects their participation in learning activities and mobility within the school environment (Al'Azmi et al., 2025). Therefore, students with physical disabilities require educational services tailored to their needs and characteristics.

In the context of special education, Special Needs Schools (SLB) have the responsibility to provide services that accommodate the needs of students with disabilities, one of which is through movement development programs. Movement development programs are a form of intervention aimed at developing, improving, and optimizing students' motor functions so they can achieve a higher level of independence. These programs not only focus on physical training but also include aspects of coordination, balance, and overall mobility (Hidayat et al., 2016). Through a structured program, students' motor skills can gradually improve and support their daily activities.

However, the implementation of movement development programs in schools still faces various obstacles. Several studies indicate that the implementation of movement development programs is hindered by limited facilities, a lack of skilled personnel, and less optimal systematic program implementation (Fathona, 2016). Furthermore, movement development activities are often not fully integrated into the learning process,

resulting in students not receiving consistent and sustainable interventions. This situation indicates a gap between the ideal concept of movement development implementation and the reality in practice.

The success of movement development program implementation is greatly influenced by the role of teachers as the primary implementers of the learning process in Special Needs Schools (SLB). Teachers are not only responsible for delivering material but also act as facilitators, guides, and evaluators in developing students' movement skills. In implementing learning activities, teachers are required to design programs tailored to individual student needs, conduct exercises gradually, and evaluate student progress (Indrawati et al., 2025). Furthermore, teacher commitment and competence are also important factors supporting the success of movement development programs (Wardhani, 2024). The role of teachers is also reflected through direct demonstrations, guidance, and intensive mentoring, enabling students to improve their motor skills and independence through structured practice (Putri et al., 2022).

However, research specifically examining the role of teachers in implementing movement development programs for students with physical disabilities is still relatively limited. Most previous studies focus on the effectiveness of training methods or the improvement of students' motor skills without deeply examining the teacher's role in designing, implementing, and evaluating these programs. This condition indicates a research gap that requires further investigation. Based on this background, this study aims to explain in depth the role of teachers in implementing movement development programs for students with physical disabilities in Special Needs Schools. This research is expected to contribute to the development of more effective learning practices and serve as a reference for teachers in optimizing the implementation of movement development programs.

2. RESEARCH METHOD

This study employed a qualitative approach with a descriptive design. This approach was chosen because the study aimed to gain a deeper understanding of the role of teachers in implementing movement development programs for students with physical disabilities in Special Needs Schools (SLB). Qualitative research enables researchers to explore phenomena contextually based on real-life conditions and to obtain in-depth and holistic data.

The research was conducted at a Special Needs School that provides educational services for students with physical disabilities. The research subjects consisted of teachers directly involved in implementing the movement development program and students as recipients of the services. The subjects were selected purposively, with informants chosen based on their relevant knowledge and understanding of the implementation of movement development programs at the school.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly examine the implementation of movement development activities at the school, including interactions between teachers and students. Interviews were used to obtain in-depth information regarding the role of teachers in planning, implementing, and evaluating the movement development program. Meanwhile, documentation was used to support the data in the form of activity records, learning programs, and evaluation results maintained by the school.

The data analysis technique was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Data presentation was conducted in the form of narrative descriptions to facilitate understanding of the research findings. Finally, conclusions were drawn by interpreting the analyzed data to derive meanings consistent with the focus of the research.

The validity of the data in this study was tested using triangulation techniques, including both source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from different informants, while technique triangulation was carried out by comparing data obtained from observations, interviews, and documentation. Therefore, the data obtained were expected to have a high level of validity and credibility.

3. RESULTS AND DISCUSSION

This section presents the research findings regarding the role of teachers in implementing movement development programs for students with physical disabilities in Special Needs Schools (SLB). The findings are described based on data obtained through observations, interviews, and documentation. The results are presented systematically to illustrate the implementation of the movement development program in practice. Furthermore, the findings are analyzed and interpreted in the discussion section by relating them to relevant theories and previous research findings.

A. Results

1) Description of the Implementation of the Movement Development Program

Based on observations and interviews, the implementation of the movement development program at the Special Needs School is carried out through several stages, namely planning, implementation, and evaluation. This program is conducted regularly within the learning schedule and integrated into students' self-development activities.

The following table presents a general overview of the implementation stages of the movement development program.

Table 1. Stages of Implementation of the Movement Development Program

No	Stage	Main Activities
1	Planning	Identifying students' needs and preparing movement training programs
2	Implementation	Gross motor training, fine motor training, balance exercises, and mobility training
3	Evaluation	Assessing students' motor development and independence

Based on the table above, it can be seen that the movement development program is implemented systematically rather than spontaneously. Each stage is adjusted to the needs and abilities of the students.

2) The Role of Teachers in Implementing the Movement Development Program

The research findings indicate that teachers have multiple roles in implementing the movement development program. These roles are not limited to teaching activities but also include planning, facilitating, and evaluating student development.

Table 2. The Role of Teachers in the Movement Development Program

No	Teacher's Role	Description
1	Planner	Designing movement development programs based on students' needs
2	Implementer	Guiding movement exercises directly
3	Facilitator	Providing learning tools and a supportive learning environment
4	Evaluator	Assessing students' motor development and independence

Interview results revealed that each student has different physical conditions and abilities. Therefore, teachers must adjust the methods, intensity, and types of exercises according to individual student needs.

3) Types of Movement Development Activities Conducted

The movement development activities conducted at the school include various forms of exercises aimed at improving students' motor abilities.

Table 3. Types of Exercises in the Movement Development Program

No	Type of Exercise	Purpose
1	Stretching Exercises	Improving muscle and joint flexibility
2	Balance Exercises	Training body stability
3	Walking Exercises	Improving mobility
4	Coordination Exercises	Developing movement coordination

The exercises are carried out gradually according to the students' abilities. Teachers also provide direct demonstrations before students perform the exercises independently or with assistance.

4) Development of Students' Motor Skills

Observations indicate improvements in students' motor skills after regularly participating in the movement development program.

Table 4. Development of Students' Motor Skills

Ability Aspect	Before Program	After Program
Balance	Low	Moderate
Flexibility	Low	Moderate
Mobility	Low	Improved
Independence	Low	Improved

These improvements can be observed through students' increased ability to perform simple activities such as standing, walking, and carrying out daily activities more independently.

5) Supporting and Inhibiting Factors

The study also identified several factors that influence the implementation of the movement development program.

Table 5. Supporting and Inhibiting Factors

No	Supporting Factors	Inhibiting Factors
1	Teacher competence	Limited facilities
2	Parental support	Lack of expert personnel
3	Structured program	Diverse physical conditions of students

The main supporting factors include teacher competence and commitment in implementing the movement development program. Meanwhile, limited facilities and the lack of skilled personnel remain obstacles to the optimal implementation of the program.

B. Discussion

The results of this study indicate that the implementation of movement development programs in Special Needs Schools (SLB) is conducted systematically through the stages of planning, implementation, and evaluation. This finding is consistent with the concept of movement development, which emphasizes the importance of structured programs based on students' individual needs. Movement development programs focus not only on physical exercise but also on aspects of coordination, balance, and mobility as part of the holistic development of students with physical disabilities (Hidayat et al., 2016). Furthermore, conducting a needs assessment is an important step in determining the appropriate type of intervention for each student, ensuring that the program is individualized and adapted to the students' conditions (Al'Azmi et al., 2025).

The findings also reveal that teachers play a dominant role in the implementation of movement development programs, starting from the planning stage to the evaluation stage. Teachers are not only responsible for delivering instruction but also for designing programs that are suited to the characteristics and needs of students. This finding supports previous research stating that the success of movement development programs is strongly influenced by teachers' ability to design appropriate and sustainable interventions (Indrawati et al., 2025). In addition, teachers function as facilitators by creating a supportive learning environment and as evaluators who continuously monitor students' motor development progress.

In implementing movement development activities, teachers actively demonstrate movements, guide exercises, and provide reinforcement to students. This approach is in line with modeling techniques in learning, where students learn through observing and imitating examples provided by the teacher (Putri et al., 2022). Through direct demonstrations and intensive guidance, students are able to understand and practice movements more effectively. As a result, movement development activities become more meaningful and easier for students to follow according to their abilities.

The results further show that regular and gradual movement development exercises contribute to improvements in students' motor skills and independence. This finding is consistent with previous studies indicating that exercises such as stretching and balance training can significantly improve flexibility and motor function (Fathona, 2016). Moreover, the implementation of structured movement development programs also positively affects psychological aspects, including increased self-confidence and motivation in carrying out daily activities (Wardhani, 2024). These findings suggest that movement development programs provide benefits not only in the physical domain but also in supporting students' emotional and psychological well-being.

Despite these positive outcomes, the implementation of movement development programs still faces several obstacles. Limited facilities, a shortage of expert personnel, and the diverse physical conditions of students remain significant challenges in optimizing program implementation. This finding is consistent with previous studies showing that movement development programs in schools are often constrained by inadequate resources and limited teacher training opportunities (Wardhani, 2024). In addition, the integration of movement development activities into the overall learning process is still not optimal in some schools, resulting in inconsistent and less sustainable interventions (Fathona, 2016).

Regarding student characteristics, physical disabilities affect not only motor abilities but also social and psychological aspects. Students with physical disabilities often experience limitations in social interaction and may develop feelings of inferiority related to their physical conditions (Zahrawati, 2018). Therefore, movement development programs should not merely aim to improve physical abilities but also support students' social interaction, confidence, and emotional development. Through supportive and structured activities, students can become more confident and independent in participating in both school and community activities.

Overall, the findings of this study demonstrate that teachers play a crucial role in the successful implementation of movement development programs in Special Needs Schools. Teachers are not only responsible for implementing the programs but also for ensuring that the activities are effective and aligned with students' individual needs. Therefore, improving teacher competence, providing adequate facilities, and strengthening support from the school environment and parents are essential factors in optimizing the implementation of movement development programs for students with physical disabilities.

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the role of teachers in implementing movement development programs for students with physical disabilities in Special Needs Schools (SLB) is multidimensional, encompassing the roles of planner, implementer, facilitator, and evaluator. Teachers are not only responsible for delivering movement exercises but also for designing programs tailored to individual student needs and evaluating the development of students' motor skills and independence.

The structured and continuous implementation of movement development programs has been shown to improve students' motor skills, balance, and independence. However, the success of these programs is influenced by various factors, including teacher competence, support from the school environment, and the availability of facilities and infrastructure. In addition, limited facilities and a lack of expert personnel remain obstacles to the optimal implementation of movement development programs.

This study demonstrates that teachers play a key role in determining the effectiveness of movement development programs. Therefore, efforts to improve teacher competence and strengthen support from various stakeholders are necessary to develop more effective and optimal movement development programs. Future research is recommended to further examine the development of innovative movement development learning models based on the individual needs of students.

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