BAB V
SIMPULAN, IMPLIKASI, DAN REKOMENDASI

5.1. Simpulan

Hasil penelitian dan pembahasan yang telah diuraikan pada Bab IV, selanjutnya dibuatlah suatu kesimpulan penelitian. Pemaparan kesimpulan penelitian didasarkan pada rumusan masalah penelitian sehingga jawaban penelitian disimpulkan seperti di bawah ini.

1. Implementasi pembelajaran pendidikan jasmani adaptif pada anak berkebutuhan khusus selama pandemi *COVID-19* terlaksana dengan baik sekali (72.64%) dengan partisipan tertinggi di kepulauan Kalimantan (91%) dan mengampu tunalaras (88%).
2. Dimensi dalam implementasi pembelajaran pendidikan jasmani adaptif pada anak berkebutuhan khusus selama pandemi *COVID-19* di Indonesia yaitu 1) Dimensi perencanaan pembelajaran terlaksana dengan baik sekali (80.19%) dengan partisipan tertinggi di kepulauan Sunda Kecil & Kalimantan (92%) dan mengampu tunalaras (94%); 2) Dimensi pelaksanaan pembelajaran terlaksana dengan baik sekali (61.31%) dengan partisipan tertinggi di kepulauan Kalimantan (88%) dan mengampu tunalaras (85%); 3) Dimensi penilaian pembelajaran terlaksana dengan baik sekali (66.04%) dengan partisipan tertinggi di kepulauan Kalimantan (91%) dan mengampu tunalaras (86%); 4) Dimensi evaluasi pembelajaran terlaksana baik sekali (72.64%) dengan partisipan tertinggi di kepulauan Kalimantan (94%) dan mengampu tunanetra & autisme (88%).
3. Strategi pembelajaran pendidikan jasmani adaptif pada anak berkebutuhan khusus selama pandemi *COVID-19* di Indonesia terlaksana baik sekali (66.04%) dengan partisipan tertinggi di kepulauan Jawa & Kalimantan (88%) dan mengampu tunalaras (89%).
4. Dimensi dalam strategi pembelajaran pendidikan jasmani adaptif pada anak berkebutuhan khusus selama pandemi *COVID-19* di Indonesia yaitu 1) Dimensi perencanaan strategi pembelajaran terlaksana dengan baik (58.49%) dengan partisipan tertinggi di kepulauan Jawa (78%) dan mengampu tunalaras (85%); 2) Dimensi pelaksanaan strategi pembelajaran terlaksana dengan baik sekali (60.38%) dengan partisipan tertinggi di kepulauan Kalimantan (86%) dan mengampu tunalaras (84%); 3) Dimensi modifikasi strategi pembelajaran terlaksana dengan baik sekali (59.43%) dengan partisipan tertinggi di kepulauan Sumatera dan mengampu tunanetra (87%), dan; 4) Dimensi evaluasi strategi

pembelajaran terlaksana dengan baik sekali (50.93%) dengan partisipan tertinggi di kepulauan Kalimantan (85%) dan mengampu tunaganda (83%).

5.2. Implikasi

Implikasi penelitian ini dibuat berdasarkan analisis dari hasil dan kesimpulan penelitian yang disesuaikan dengan dampak yang ditumbulkan dari adanya penelitian ini. Berkaitang dengan hal tersebut maka implikasi penelitian ini dijelaskan seperti di bawah ini.

1. Diketahuinya hasil analisis variabel implementasi pembelajaran pendidikan jasmani adaptif pada ABK berdampak pada upaya peningkatan kualitas kompetensi guru dalam implementasi pembelajaran selama pandemi di Indonesia.
2. Diketahuinya hasil dimensi-dimensi dalam implementasi pembelajaran pendidikan jasmani adaptif pada ABK berdampak pada upaya peningkatan kualitas pemahaman guru berkaitan dengan perencanaan pembelajaran, pelaksanaan pembelajaran, penilaian pembelajaran, dan evaluasi pembelajaran selama pandemi di Indonesia.
3. Diketahuinya hasil variabel strategi pembelajaran pendidikan jasmani adaptif pada ABK berdampak pada upaya peningkatan kualitas kompetensi guru dalam strategi pembelajaran selama pandemi *COVID-19* di Indonesia.
4. Diketahuinya hasil dimensi-dimensi dalam strategi pembelajaran pendidikan jasmani adaptif pada ABK berdampak pada upaya peningkatan kualitas pemahaman guru berkaitan dengan perencanaan strategi pembelajaran, pelaksanaan strategi pembelajaran, modifikasi strategi pembelajaran, dan evaluasi strategi pembelajaran selama pandemi di Indonesia.

5.3. Rekomendasi

Rekomendasi penelitian dianalisis berdasarkan hasil dan kesimpulan penelitian yang telah dilakukan. Penelitian ini memberikan rekomendasi ditujukan pada khalayak tertentu yang dijabarkan dalam beberapa poin sebagai berikut.

1. Kepada Kepala Sekolah SLB/SKh dan pemangku kebijakan di Indonesia, yaitu dalam membuat kebijakan dalam pembelajaran pendidikan jasmani adaptif dapat memperhatikan hasil penelitian ini dengan mengoptimalkan program dan pelatihan sebagai bekal guru dalam pembelajaran selama pandemi.
2. Kepada guru pendidikan jasmani adaptif agar dapat mempertahankan dan meningkatkan kualitas dalam implementasi pembelajaran dan strategi pembelajaran selama pandemi.

3. Kepada siswa berkebutuhan khusus, agar dioptimalkan dalam layanan pendidikan oleh guru pendidikan jasmani adaptif ditinjau implementasi pembelajaran dan strategi pembelajaran agar dapat semakin mendapat layanan pembelajaran bervariasi lainnya selama pandemi.
4. Kepada peneliti berikutnya yang akan membuat riset lanjutan di masa mendatang diharapkan memperhatikan limitasi penelitian dengan ketentuan yaitu jumlah partisipan setiap provinsi yang seimbang, mengontrol psikologis partisipan, dan menguji skema akhir implementasi implementasi dan strategi pembelajaran pendidikan jasmani adaptif selama pandemi.
5. Kepada pembaca akan disuguhkan dengan *novelty* yang menjadi penguat temuan dari penelitian ini di antaranya 1) Populasi penelitian yaitu 34 Provinsi se Indonesia; 2) Ada analisis berdasarkan kepulauan; 3) Ada analisis berdasarkan jenis ketunaan; 4) Analisis kedua variabel berdasarkan dimensi, indikator, hingga butir; 5) Pengembangan instrumen dua variabel yaitu implementasi dan strategi pembelajaran.

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