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INTERNATIONAL
CONFERENCE OF

SPORT

SCIENCE

2016

ISBN 978-602-74679-0-3

INTERNATIONAL CONFERENCE SPORT SCIENCE

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ISBN 978-602-74679-0-3

Cover Design : Oky Sakti



Sport Education Master Program of Universitas Negeri Surabaya
Alamat ; Jl. Kampus Unesa Ketintang, Kec. Jambangan, Surabaya

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THE EFFECT OF LOCOMOTOR LEARNING TOWARD MOTOR SKILLS OF STUDENTS GRADE I WITH MENTALLY DISABLED (C1) SLB PUTERA ASIH KOTA KEDIRI

Ruruh Andayani Bekt. Universitas Nusantara PGRI Kediri.
Email: ruruh.andbe@gmail.com

ABSTRACT

Physical Education which is given to children with mentally disabled still needs much special concern remembering that they have limited disorder and motor deficiencies, below-average intelligence, emotional disturbances, less ability in social adaptation and less physical fitness so the movement is also not too good, they should be given motion learning. Basic motions that should be given such as locomotor movements, nonlocomotor, and manipulative, in this research is first grade students who still need helps to move. Thus the researcher chose locomotor movements which can be defined as walking, running, and jumping. Research questions in this research are: 1) how does the dynamic development of motor movement in children with middle motor deficiencies (C1) class I SLB Putera Asih Kota Kediri during given locomotor treatment?; 2) How does the effect of locomotor learning toward the motor of mentally disabled students class I (C1) SLB Putera Asih Kota Kediri? The research site is in SLB Putera Asih Kota Kediri and using *purposive sampling*. The research method is qualitative and quantitative method using mixed method. Based on the research result dan discussion that has been described, it can be concluded that in the dynamic development of students basic movement grade I/C1 SLB Putra Asih Kota Kediri viewed that during the learning process, the ability of absorbing information is low. In communication, they have much difficulty and are easily influenced by their surrounding. In this case, intelligence factor, physical condition, students' social adaptation, environment, and emotion disorder are really affected. It is not easy to give motor skills if the teacher is not come from physical education. The research of THE EFFECT OF LOCOMOTOR LEARNING TOWARD MOTOR SKILL OF STUDENTS GRADE I WITH MENTALLY DISABLED (C1) SLB PUTERA ASIH KOTA KEDIRI gave effect to the motor development of students with disabled mentally. This is proven with the improvement of motor skill mentally disabled students during learning basic movements.

Key words: Locomotor learning, mentally disabled students, motor movements

INTRODUCTION

Physical education which is taught in school has an important role for growth and physical development and establish lifelong healthy lifestyles but not everyone has these three aspects to perfect, there are still many who have limited to those who have keterbatasan physical, mental, and emotional that occur in Anak Berkebutuhan Khusus (ABK). Most of them have barriers in response to stimuli given environment to perform motion, imitating, and even there are indeed physically impaired that could not make a move that is oriented correctly, unconsciously will impact on the development and improvement of physical abilities and skills of motion. In connection with the above the physical education program as one of the subjects in Sekolah Luar Biasa (SLB) has significance in developing the potential that still exists on children with special needs. In this case the physical education program for children with special needs are known by a special physical education or adaptive physical education. Adaptive physical education planned properly and packaged in accordance with the needs of children, especially children with mentally disabled are expected to be able to form the basic motor skills of children. The formation of the basic motor skills in children with intellectual challenges each individual has particular significance as it is known the basic locomotor movement capabilities.

Goal of this research is retarded children (moderate mental retardation) first grade of primary school, since children with intellectual challenges are in the classification is capable mentally disabled training (trainable mentally disabled) can still be mimicked directed. In contrast to the mild mental retardation that physically they are not impaired. Similarly, severe and very severe mental retardation who require total care assistance (Somantri, 1986: 86). On the basis of the above, then the question arises: 1). How does the dynamic development of motor movement of the student with medium mentally disabled (C1) class I SLB Kediri Kota Putera Asih for granted locomotor learning; 2). How does the influence of the locomotor learning toward motor skills of Students Tunagrahita class I (C1) SLB Putera Asih Kediri.



RESEARCH METHOD

This research used quantitative and qualitative (mixed method). In this model researcher use both methods in an integration (Creswell, 2003 in Maksum, 2009: 14). Quantitative research with the aim to determine the effect of the motion of the locomotor learning to the development of the child's motor-moderate mental retardation (C1) class I, with a design using "Repeated-Treatment Design" (Infallible, 2012: 101). For qualitative research aims to find, understand, explain, and get a picture of the locomotor motor development for children with intellectual challenges SLB class I Putera Asih Kediri. Through this approach, researchers can tell how the influence of the locomotor movement learning toward the child middle mentally disable.

RESEARCH RESULT

The test results show that each child has a different pattern of development in accordance with the potential of each child. The development of the long jump without prefix in general, they are pretty good. Note the information below: Below is the long jump test results without a prefix as a whole. To make it clearer, the following are also included charts to make the reader understand test results. The data obtained are shown in the following table:

Long Jump Test results without Prefix

NAMA	PRE-TEST	POST-TEST
1 ST CHILD	42 cm	47 cm
2 nd CHILD	12 cm	15 cm
3 RD CHILD	47 cm	51 cm
4 TH CHILD	15 cm	15 cm
5 TH CHILD	25 cm	28 cm
6 TH CHILD	27 cm	29 cm

From the above picture can be seen dynamic development of the long jump without a prefix as a whole. In general, they look out for improvements. Note the following explanation

- a. 1ST CHILD. In the beginning before treatment, the first child 1 still need help researchers to simply stand behind a line that has been determined. Results leap Child 1 is still far away. Researchers repeatedly gives examples Child 1 movement but can not catch the orders given by the researcher. After receiving treatment, Child 1 began to get results even further leap. At the time of the jump, his hand had swung backward to increase thrust. And easily children 1 to do so. In fact, Child 1 increased from pretest to posttest.
- b. 2nd child. In early tests, Children 2 still need guidance. Researchers gave instructions to swing both hands in order to get the results of a far leap. Children 2 still can not concentrate and can make landing well, need to approach and landing more for children 2 tend to be dreamy and unfocused, with attention to the patient at the end of the test Children 2 gets results slightly increased.
- c. 3rd children. Children In early tests difficult to put the foot behind the line, so that researchers need to justify the placement of his feet. Patiently researchers provide guidance and direction to him. No trouble children 3 showed a better development for children 3 can tend to be invited communications and directed so that the results obtained at the end of the test showed an increase.
- d. Child 4. At the beginning of the test, Children 4 still need guidance in foot placement prior to the jump performed. He tends to shy and difficult to be directed, to make the leap he had to be helped parents and even homeroom, to make the leap behind the line he must be helped repeatedly, looking at the facts of final test results jumps 4 children still no improvement.
- e. 5th children. At the time of the jump test without prefix experiencing difficulties because of the limitations doubles but with the direction of the repeated he could make the leap in berulag again, at the end of the test segitu also need guidance extra patient with increased output.
- f. 6th children. At the beginning of leap Kids children 6 cebderung not concentrate, to put his foot behind the line just can not focus, sometimes also ran first and then want to jump, but slowly



he could do, for the final test children 6 already started focus and melaukan leap movement with increased output which is not much.

CONCLUSION

Based on the results of research and discussion that has been described in previous chapters, it can be concluded that the dynamic development of basic movement graders I / C1 SLB Kediri Kota Putra Asik envisaged that during the learning process, the ability to slow the absorption of information. In communicating them less smoothly and easily influenced by the surrounding circumstances. In this case the factor of intelligence, physical condition, social adaptation of children, emotional disturbances and the environment is very influential. Not easy to give motor skills if the teacher is not a background of physical education. Research Effects of Learning Effect Against Locomotor Capabilities of Motor Learning in Children Class I Tunagraita (C1) SLB Kediri Kota Putera Asih influence on motor development of children with intellectual challenges. This is evidenced by the increase in the child's motor ability Tunagrahita for implementing learning basic motion.

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