

## PENGEMBANGAN “MODEREN” UNTUK MENINGKATKAN KETERAMPILAN MOTORIK KASAR SISWA TUNAGRAHITA RINGAN

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### ABSTRAK

Guru mengungkapkan selama ini pembelajaran PJOK bagi siswa tunagrahita materi kurang variasi dan peralatan penunjang sangat minim. Pembelajaran PJOK untuk meningkatkan aktivitas gerak siswa yang berdampak pada kualitas motorik kasar siswa. Guru merasa membutuhkan bantuan berupa inovasi peralatan yang mampu meningkatkan ketertarikan siswa dalam belajar, agar perkembangan motorik siswa berkembang optimal. Program pengabdian dilaksanakan bagi guru-guru di SLB Siswa Budhi Surabaya melalui pengembangan model MODEREN (*Motoric Development For Special Children*). Model pembelajaran yang dikembangkan menggunakan alat modifikasi permainan fokusnya adanya kualitas gerak motorik kasar siswa tunagrahita. Pengembangan MODEREN dilakukan menggunakan desain Research and Development melalui 4 tahap, yaitu analisis kebutuhan, perencanaan, pengembangan, dan uji coba. Jumlah subjek yang terlibat sebanyak 8 siswa kelas 3 – 6 yang dipilih menggunakan purposive sampling. Motorik kasar siswa diukur menggunakan teknik observasi. Analisis data menggunakan teknik analisis deskriptif. Hasil Penelitian menunjukkan bahwa penerapan model MODEREN dapat meningkatkan motorik kasar siswa tunagrahita sebesar 38,24%. Para siswa terlihat lebih berani terlibat dalam pembelajaran sehingga mereka lebih banyak mencoba gerakan yang diajarkan. Selain itu, dengan pola pengaturan alat model MODEREN, siswa mengikuti pembelajaran secara berkelompok sehingga terlihat adanya interaksi dan kerja sama antar teman sepanjang pembelajaran.

**Kata Kunci:** Tunagrahita, MODEREN, Keterampilan Motorik Kasar

### ABSTRACT

*The variations of materials and supporting learning facilities in SLB Siswa Budhi, Surabaya is currently still considered insufficient. Variations of materials and supporting tools are substantial to the learning of PJOK subject which aims to improve the students' gross motoric skill. Therefore, innovations are necessary for equipments which are capable of increasing students' interest in learning, in order to optimize their motoric development. This research offers a solution in the form of MODEREN (Motoric Development for Special Children) development model, a learning-through-games model utilizing modified tools. Gross motoric skill of students with mental retardation is the focus of MODEREN. Development of MODEREN is carried out using Research and Development design through 4 stages: needs analysis, planning, development, and field testing. Eight students from 3rd to 6th grade selected by purposive sampling are being used as subjects. The measurement technique of students' gross motoric skill is through observation. Data analysis is performed using descriptive analysis techniques. The results showed that application of MODEREN model increased the gross motoric skill of students with mental retardation by 38,24%. Furthermore, this model increased students' initiative in learning hence attempting more of the moves being taught. In addition, through MODEREN's tools organization model, students are involved to learn in groups, inciting interactions and cooperations among students throughout the learning process.*

**KeyWords:** Mental Retardation, MODEREN, Gross Motoric Skill