

**IMPLEMENTASI MODEL PENDIDIKAN GERAK UNTUK  
MENINGKATKAN KEMAMPUAN GERAK GERAK DASAR  
LOKOMOTOR DAN NON LOKOMOTOR**  
(*Penelitian Tindakan Kelas pada Siswa Kelas III Di SDN Gegerkalong KPAD  
Kota Bandung*)

**ABDUL GANI  
1301865**

**Pendidikan Guru Sekolah Dasar Pendidikan Jasmani  
Fakultas Pendidikan Olahraga Dan Kesehatan  
Universitas Pendidikan Indonesia**

**ABSTRAK**

Penelitian ini dilatar belakangi oleh permasalahan pada keterampilan gerak dasar lokomotor dan non lokomotor siswa dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui apakah model pendidikan gerak dapat meningkatkan keterampilan gerak lokomotor dan non lokomotor siswa. Penelitian ini menggunakan penelitian tindakan kelas (PTK). Penelitian dilakukan dalam dua siklus, setiap siklus dilaksanakan sebanyak dua kali tindakan penelitian. Subjek penelitian adalah kelas III SDN Gegerkalong KPAD Kota Bandung sebanyak 34 siswa orang terdiri dari 20 siswi dan 14 siswa. Teknik pengumpulan data antara lain dengan observasi, catatan lapangan, dan dokumentasi kegiatan pembelajaran selanjutnya dilakukan analisis data. Teknik pengumpulan data yang digunakan adalah presentase hasil keterampilan gerak lokomotor dan nonlokomotor siswa. Hasil keterampilan gerak lokomotor dan nonlokomotor siswa pada observasi awal nilai gerak lokomotor adalah 58% dan nilai gerak nonlokomotor adalah 65%, siklus I tindakan I nilai gerak lokomotor adalah 64% dan nilai gerak nonlokomotor 66%, siklus I tindakan II nilai gerak lokomotor adalah 75% dan nilai gerak nonlokomotor adalah 74%, siklus II tindakan I nilai gerak lokomotor adalah 82% dan nilai gerak nonlokomotor adalah 82%, siklus II tindakan II nilai gerak lokomotor adalah 86% dan nilai gerak nonlokomotor adalah 87% dengan hasil penghitungan presentase dari observasi awal yaitu gerak lokomotor 58 % dan gerak nonlokomotor 65%, Siklus I tindakan I gerak lokomotor 64 % dan gerak nonlokomotor 66%, siklus I tindakan II gerak lokomotor 75% dan gerak nonlokomotor 74%, Siklus II tindakan I gerak lokomotor 82% dan gerak non lokomotor 82%, siklus II tindakan II gerak lokomotor 86% dan gerak nonlokomotor 87%. Berdasarkan hasil penelitian jika melihat pada presentase tingkat penguasaan keterampilan gerak yaitu ada diantara 80% - 90%, pada hasil diatas sudah masuk dalam kategori baik maka penelitian terhadap keterampilan gerak dasar lokomotor dan non lokomotor siswa telah menunjukkan bahwa model pendidikan gerak dapat meningkatkan keterampilan gerak dasar lokomotor dan nonlokomotor.

**Kata Kunci** : implementasi model pendidikan gerak,  
keterampilan gerak dasar lokomotor dan nonlokomotor

**IMPLEMENTATION OF THE EDUCATIONAL MOTION MODEL TO  
IMPROVE BASIC OF LOCOMOTOR AND NONLOCOMOTOR MOVEMENT  
SKILL**

**(Classroom Action Research on Grade III Students at SDN Gegerkalong KPAD  
Bandung)**

**ABDUL GANI**

**1301865**

**Teacher Education Elementary Of Physical Education  
Faculty of Sport and Health Education  
Indonesian university of education**

**ABSTRACT**

*This research was motivated by problems on basic motion skills of locomotor and non-locomotor students in learning. This study aims to determine whether the educational model of motion can improve the locomotor and non-locomotor motion skills of students. This study uses Classroom Action Research (CAR). The study was conducted in two cycles, each cycle will be done twice action research. Subjects were class III SDN Gegerkalong KPADs Bandung as many as 34 students consisting of 20 female students and 14 male students. Data collection techniques by observation, field notes, documentation for further learning activities, and data analysis. The data collection technique used percentage of the results locomotor and non-locomotor motion skills. The result of motion skills locomotor and non-locomotor on the first observation had a locomotor motion value 58% and the motion value of non-locomotor is 65%, the cycle I of actions I locomotor motion value is 64% and the motion value of non-locomotor is 66%, the cycle I of actions II locomotor motion value is 75% and non-lokomotor motion value is 74%, the cycle II of actions I locomotor motion value is 82% and non-locomotor motion value is 82%, the cycle II of actions II lokomotor motion value is 86% and non-lokomotor motion value is 87% with the percentage results of first observation of locomotor motion is 58% and non-locomotor motion is 65%, the cycle I of actions I locomotor motion is 64 % and non-locomotor motion is 66%, the cycle I of actions II locomotor motion is 75% and non-locomotor motion is 74%, the cycle II of actions I locomotor motion is 82% and non-locomotor motion is 82%, the cycle II of actions II locomotor motion is 86% and non-locomotor motion is 87%. Based on result of the research, the percentage of motion skills is 80% - 90%, these result include into either category. It means, the educational model of motion can improve the locomotor and non-locomotor movement skills.*

**Keywords** : *implementation of the educational motion model,  
basic of locomotor and non-locomotor movement skills*