Journal of Disability
Volume 1, No. 2, December, pp. 77 – 86

The Use of Demonstration Methods in Improving the Learning Skills Embroidering Simple Patterns in Hearing Resistance Students in Skh Negeri 02 Kota Serang

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Abstract

This research is an experimental study with a quantitative approach with the design of One Group Pre-test and Post-test. The study aims to determine the influence of demonstration methods in improving simple pattern embroidery skills in children's hearing resistance. The subjects in this study were hearing barrier students of SMPLB class VII level in SKh Negeri 02 Kota Serang which amounted to 3 people. Based on the results of inferesial statistical analysis using the wilcoxon test formula (t) to indicate that $_{Thitung}$ = 0 and based on the critical value for the wilcoxon test at the significance level of 0.05 with the sum N < 6, obtained $_{Ttabel}$ = 0, then $_{H0}$ is rejected because $_{Thitung}$ = $_{Ttabel}$ This means that the hypothesis proposed in this study is accepted. This shows that the demonstration method is influential in improving the simple pattern embroidery skills of deaf children in SKh Negeri 02 Kota Serang.

Keywords: Child hearing resistance; demonstration methods; simple pattern embroidery skills

Abstrak

Penelitian ini merupakan penelitian eksperimen dengan pendekatan kuantitatif dengan rancangan One Group Pre-test and Post-test. Penelitian ini bertujuan untuk mengetahui pengaruh metode demonstrasi dalam meningkatkan keterampilan menyulam pola sederhana pada gangguan pendengaran anak. Subjek dalam penelitian ini adalah siswa tunarungu kelas VII SMPLB SKh Negeri 02 Kota Serang yang berjumlah 3 orang. Berdasarkan hasil analisis statistik inferensial dengan menggunakan rumus uji wilcoxon (t) menunjukkan bahwa Thitung = 0 dan berdasarkan nilai kritis uji wilcoxon pada taraf signifikansi 0,05 dengan jumlah N < 6, diperoleh Ttabel = 0, maka H0 ditolak karena Thitung = Ttabel Artinya hipotesis yang diajukan dalam penelitian ini diterima. Hal ini menunjukkan bahwa metode demonstrasi berpengaruh dalam meningkatkan keterampilan menyulam pola sederhana anak tunarungu di SKh Negeri 02 Kota Serang.

Kata kunci: Gangguan pendengaran anak; keterampilan menyulam pola sederhana; metode demonstrasi

How to Cite: Putri.S., Utami.T.Y., & Pratama. Y.T. (2021). The use of demonstration methods in improving the learning skills embroidering simple patterns in hearing resistance students in skh negeri 02 kota serang . *Journal of Disability, 1* (2), 77 – 86.

INTRODUCTION

Vocational in Indonesia is provided through an education called vocational education. According to Rasdi Ekosiswoyo and Joko Susanto (2015:1) Vocational education is an educational program that is directly associated with preparing someone for a particular job. Vocational education is a special education (specialized) and covers all types and levels of work.

Vocational education is usually in schools – one of them is the level of junior high school and high school or vocational high school. Usually in schools have their own curriculum for learning or vocational programs to develop learners. Vocational is a type of thing to give to children with special

needs, vocational must be in accordance with the obstacles one of them is a child with hearing resistance. According to Endang Rusyani (2021: 5) suggests hearing impairment or deafness is a condition of loss of ability in hearing caused by damage or malfunction of hearing oralalal either part or all so that it has an impact on the development of language and speech. It can be interpreted that children with hearing resistance cannot hear because the organ in the ear does not function like a child in general.

Vocational is also often referred to as skill. There are many kinds of skills, ordinary skills in school such as fashion, grammar, wood craft, automotive and cosmetology. The education of fashion skills is usually used as one of the programs that prioritized in school, which can be an opportunity for children with special needs to build careers and open job opportunities.

Fashion design is also often referred to as fashion skills. In Indonesia itself the field of fashion is growing very rapidly as many fashion designs begin to develop their talents self-taught and hone skills by studying. Fashion skills also have basic before making it such as making patterns, designing or sketching pictures. In this development there are also many opportunities that can be given to children with special needs by doing vocational training or education in the field of fashion skills. Therefore, fashion skills are considered suitable to be chosen as one of the focused learnings including for children with special integrity..

In the development of fashion many children with other special needs whose interests and talents to fashion skills not only experience hearing barriers while children with physical and motor barriers, children with intellectual barriers and many other children with other needs. Design – a design designed by children with special needs is able to compete with children in general. Therefore, the development of special needs children's fashion is very promising for future opportunities as one of income. In the world of fashion works for children with special needs are not underestimated but supported and appreciated. A lot of works - works of children with special needs not only in Indonesia that are glimpsed by famous designers but abroad also appreciate it and give a dipeluang.

In basic embroidery skills researchers use demonstration methods to maximize maximum learning for the child. Demonstration methods can help children easily understand what will be learned, especially in embroidery. According to Istarani (2014: 104) The demonstration method is a model of teaching by demonstrating, events, rules or sequences of doing an activity, either directly or through the use of teaching media that are relepan with the subject that is being presented. So, demonstration is the way a teacher shows or shows something of a process.

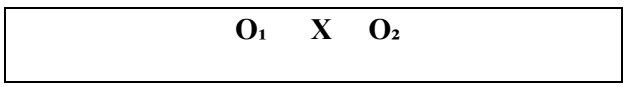
Based on the problems on the ground, researchers want to know the extent of the influence of demonstration methods in basic embroidery learning. Therefore, researchers want to raise research entitled "Use of Demonstration Methods in Learning embroiders simple patterns in children with hearing resistance in SKh Negeri 02 Kota Serang".

METHOD

The research method used for this research is to use experimental methods. According to Sugiyono (2018: 110) said that experiment means trying, searching, confirming, and proving. Experiment research aims to strengthen the data obtained, so researchers use experimental methods using a pre-test post-test approach.

This research uses experimental studies with the research design of one group pretest - posttes design. Data collection uses test techniques or achievement tests with instruments. According to Sudijono in Dr. Sudaryono (2016: 89) the test is a measuring tool or procedure used in the framework of measurement and assessment. The test can also be interpreted as a measuring device that has objective standards, so it is widely used.

Learning these skills use demonstration methods to provide learning. According to Ali and Evi (2016: 108) Demonstration learning method is a learning method used to show something the process or workings of an object related to the subject matter. Learning is measured before and after treatment. Thus the results of treatment can be known more accurately because it can compare with the circumstances before being treated (Sugiyono. 2014: 74). This design is used in accordance with the goal to be achieved, namely to find out the increase in vocational skills in learning skills in children with hearing barriers. Here is the one group pretest posttest design design table:



Gambar 1. 1 One grup pretest, posttest disign

(Sugiono, 2012: 111)

The sample in the study used was a child with hearing resistance with the number of 3 children in class VII junior high school in SKh Negeri 02 Kota Serang. The data collection used in this study is by means of tests with 12 aspects.

RESULTS AND DISCUSSION

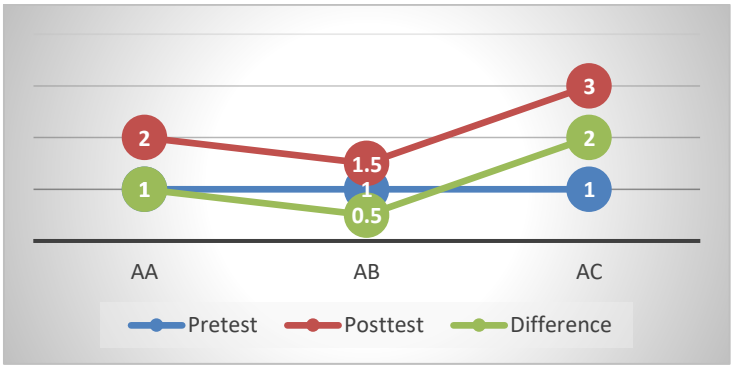
Result

Based on the results of research data that has been conducted by researchers for the Use of Demonstration Methods in Improving Learning Skills embroidering Simple Patterns in Hearing Resistance Students in Skh Negeri 02 Kota Serang. To reveal the ability of skills, it can be observed by grouping into two parts, namely pretest data and posttest data at each meeting. The study was conducted six times. Research is carried out with the following stages:

1. Pretest stage, this stage is done to find out the child's ability to regulate how the learning stage will be done next.
2. Treatment stages, the form of treatment carried out in this study are technique running stitch, stem stitch technique, chain stitch technique, cross stitch technique, rod puncture technique,

french knot technique, feather stitch technique, technique lady daisy, technique woven spider wheel, festoon puncture technique, flat prick technique and round prick technique.

3. Posttest stage, this stage to find out the results of treatment or treatment given to children in embroidery learning.
4. Provide pretest and posttest score results that have been set in the assessment criteria. The score can be seen from the pretest and posttest scores that have been done.
5. Based on research that has been done, it can be known that students' test scores increase when before being given treatment (pre-test) and when after being given treatment (post-test). The increase can be observed in the following graph.

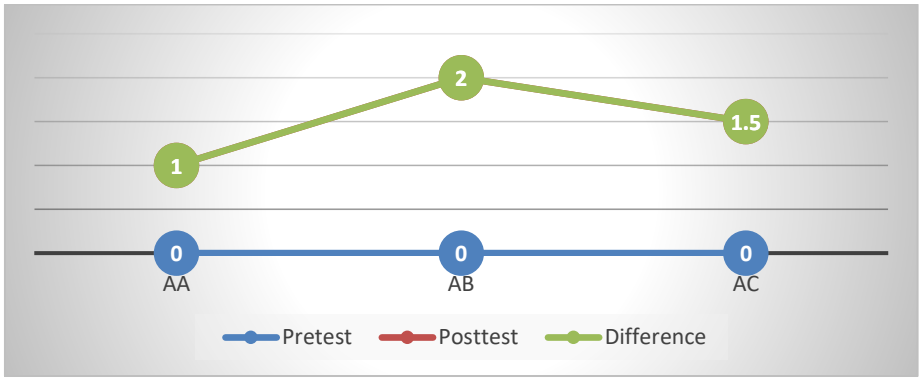


Picture 4. 1 Skor Pre-test dan Post-test running stitch

The bar diagram above is the score of pre-test results and post-test using the running stitch technique . It can be seen from the difference in pretset and posttest scores, that in learning to apply the technique of pricking (running stitch) there is a very significant increase. Where before being given treatment some samples have not been able to apply the technique of pricking jelujur (running stitch) but after being given treatment all samples can apply the technique of jelujur puncture (running stitch) although between samples one with the other obtained different values. In learning to apply this running stitch, the highest and lowest scores obtained by the sample when after being given treatment were given posttest treatment were 1.5 and 3. Before being given treatment, the score during pretest becomes 1.

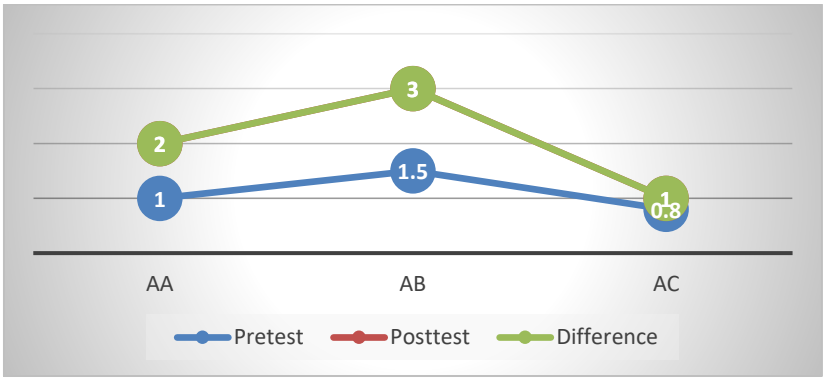
Picture 4. 2 Skor Pre-test dan Post-test Stem Stitch technique

The bar diagram above is a pre-test and post-test score using the stem stitch technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply the stem stitch technique there is a very significant increase. Where before being given treatment some samples have not been able to apply the technique of stem stitch, but after being given treatment all samples can apply the technique of stab trace (stem stitch) although between the samples one and the other obtained different values. In learning to apply this stem stitch technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 1.5 and 3. Before being given treatment, the score during pretest becomes 0.



Picture 4. 3 Score Pre-test and Post-test chain stitch

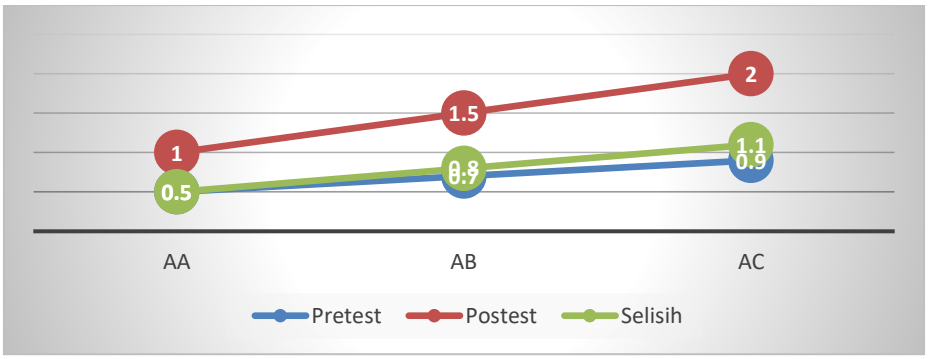
The bar diagram above is a pre-test and post-test score using the chain stitch technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply the chain stitch technique there is a very significant increase. Where before being given treatment some samples have not been able to the chain stitch technique, but after being given the treatment all samples can apply the chain stitch technique even though between the samples one and the other obtained different values. In learning to apply this chain stitch technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 1.5 and 2. Before being given treatment, the score during pretest becomes 0.



Picture 4. 4 Skor Pre-test dan Post-test Cross Stitch Technique

The bar diagram above is the score of the results of pre-test and post-test cross stitch technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply cross stitch

techniques there is a very significant increase. Where before being given treatment some samples have not been able to cross stitch technique, but after being given the treatment all samples can apply cross stitch technique although between samples one and the other obtained different values. In learning to apply this cross stitch technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 1 and 3. Before being given treatment, the score during pretest becomes 0.8 and 1.5.



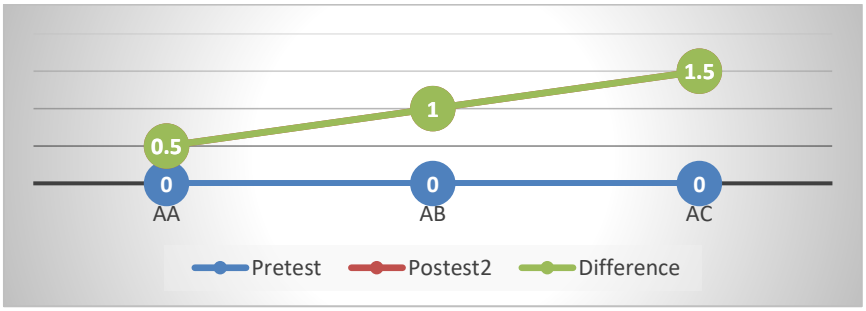
Picture 4. 5 Skor Pre-test dan Post-test Feather Stitch Technique

The trunk diagram above is the score of the results of pre-test and post-test feather stitch technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply feather stitch techniques there is a very significant increase. Where before being given treatment some samples have not been able to feather stitch technique, but after being given treatment all samples can apply feather stitch technique although between samples one and the other obtained different values. In learning to apply this feather stitch technique, the highest and lowest scores obtained by the sample when after being given treatment were given posttest treatment were 1 and 2. Before being given treatment, the score during pretest becomes 0.5 and 0.9.

Picture 4. 6 Skor Pre-test and Post-test Lady Daisy Technique

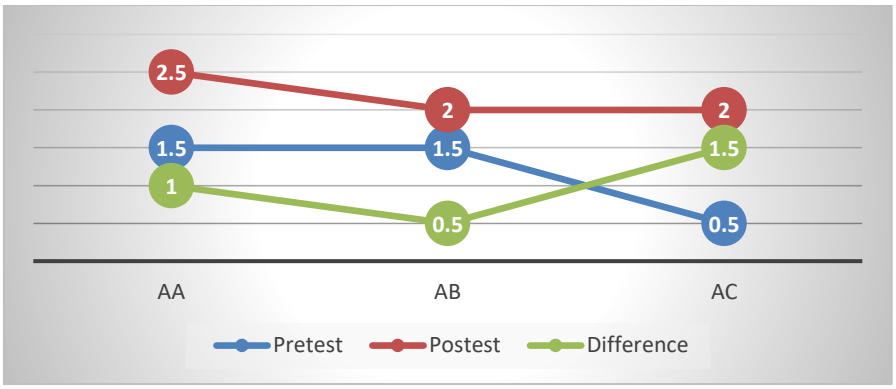
The bar diagram above is a pre-test score and post-test of lady daisy technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply the technique of lady daisy there is a very significant increase. Where before being given treatment some samples have not been able to technique lady daisy, but after being given treatment all samples can apply a technique lady daisy although between one sample with another obtained different values. In the study of applying this

lady daisy technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 0.5 and 1.5. Before being given treatment, the score during pretest becomes 0.



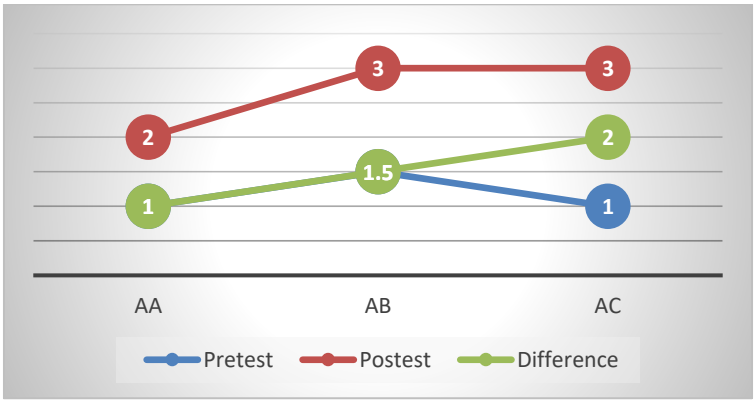
Picture 4. 9 Pre-test and Post-test scores of Woven Spider Wheel Technique

The bar diagram above is a score of pre-test results and post-test technique of woven spider wheel. It can be seen from the difference in pretset and posttest scores, that in learning to apply the technique of woven spider wheel there is a very significant increase. Where before being given treatment some samples have not been the technique of woven spider wheel, but after being given treatment all samples can apply a separate chain the technique of woven spider wheel although between the samples one to the other obtained different values. In learning to apply this woven spider wheel technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 0.5 and 1.5. Before being given treatment, the score during pretest becomes 0.



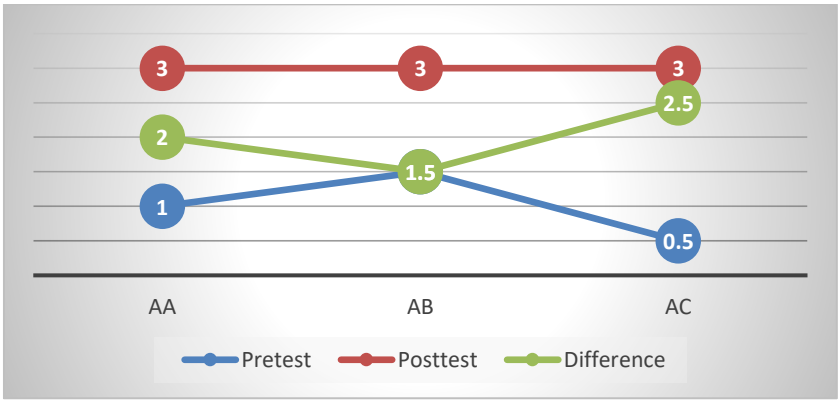
Picture 4. 10 Scores of Pre-test and Post-test Festoon Technique

The bar diagram above is a pre-test score and post-test festoon puncture technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply the festoon puncture technique there is a very significant increase. Where before being given treatment some samples have not been festoon puncture techniques but after being given treatment all samples can apply the festoon puncture technique even though between the samples one with the other obtained different values. In learning to apply this festoon puncture technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 2 and 2.5. Before being given treatment, the score during pretest becomes 0.5 and 1.5.



Picture 4. 10 Scores of Pre-test and PostGraph 4. 11 Pre-test and Post-test scores Flat Prick Techniquetest Festoon Technique

The bar diagram above is the score of pre-test results and post-test flat prick technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply flat prick techniques there is a very significant increase. Where before being given treatment some samples have not been flat prick technique but after being given the treatment all samples can apply the flat prick technique even though between the samples one with the other obtained different values. In learning to apply this flat prick technique, the highest and lowest scores obtained by the sample when after being given posttest treatment were 2 and 3. Before being given treatment, the score during pretest becomes 1 and 1.5.



Graph 4. 12 Scores of Pre-test and Post-test Round Puncture Technique

The bar diagram above is a pre-test score and post-test round puncture technique. It can be seen from the difference in pretset and posttest scores, that in learning to apply t round prick technique there is a very significant increase. Where before being given the treatment some samples have not been round puncture techniques but after being given the treatment all samples can apply the round puncture technique even though between the samples one with the other obtained different values. In learning to apply this round prick technique, the highest and lowest scores obtained by the sample when after being given treatment given posttest treatment is 3. Before being given treatment, the score during pretest becomes 0.5 and 1.5.

Based on the grades outlined, it is seen that the number of grades from posttest (after treatment) is higher than the pretest (before treatment) obtained from 3 students of SKh Negeri 02 Kota Serang showed significant.

Discussion

Method demonstrations became the main focus discussed to improve the ability of embroidery skills of children with hearing resistance in SKh Negeri 02 Kota Serang. Then the results referred to from the conclusions taken based on the data collected and the results of data analysis that has been done.

Before learning, researchers make observations to look at the extent of the effectiveness of learning embroidery skills in the school, observing the extent of the ability to embroider students and determine the learning methods that feel the most appropriate to be applied in learning activities that will be given. In this study, the method used is a demonstration method where in its application this method is done by knowing how the process is in the process.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the results of the study showed that the demonstration method had an influence on the ability of embroidery skills of children with hearing resistance in SKh Negeri 02 Kota Serang. This is evident from the grades obtained by the three students at the time before applying this method has not achieved significant value.

After applying the demonstration method, the ability of the student's embroidery skills to have a known influence is also known based on the calculation of the wilcoxon (t) test. Based on calculations that have been done using the wilcoxon test on basic cosmetology learning in deaf people using the drill method Thitung = 0 and based on the critical value for the wilcoxon test at a significance level of 0.05 with the number N < 6, obtained Ttabel = 0, then H0 was rejected because Thitung = Ttabel, meaning the hypothesis proposed in this study was accepted. This shows that the drill method is influential in improving the basic makeup of deaf children in SKh Negeri 02 Serang City.

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