

Improve sewing skills vocationally through zipper Media Video Tutorials for deaf children

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Abstract : This research is based on observations made when the street vendors at SLB 1 Lima Kaum, this study discusses improving zipper sewing skills for deaf children. The process of learning sewing skills is beneficial for children because learning to sew can improve children's skills so that when a child graduates from school, the child can develop his potential, such as opening his stitches at home or working with other parties. Not all the components of sewing skills can be understood by the child, in the zipper sewing section Children have difficulty in sewing zippers correctly. The use of other media can improve children's skills such as the use of video tutorial media. Video tutorials are learning media in the form of a series of moving images, making sounds, and assembling into a storyline that contains learning messages and is stored in a media. The use of video tutorial media according to researchers is able to improve children's sewing skills, this can be seen in the baseline condition (A) of the child, ie horizontally (=), in conditions of intervention, increasing (+) and final baseline conditions also increasing (+). The results of the study prove that video tutorials can improve zipper sewing skills for deaf children.

keyword: Video Tutorial, Sewing Skills, Deaf Child

Introduction

Deaf children are children who have limited ability to hear both in total and who still have a residual hearing¹. Deaf children also have obstacles in language and communication development so that children experience difficulties in academic and vocational aspects. Vocational education is an education in which there is a combination of science and practice that aims to practice independently owned abilities². Barriers owned by children do not prevent children from working because with education skills can help children in preparing the world of work

Skill is an effort in implementing the expertise to manage and utilize ideas or equipment and materials so that it becomes a priceless value for the advances, derived from honing that skill

¹ Abdul Hafiz, "Pembelajaran PAI Untuk Anak Berkebutuhan Khusus" (Center for Open Science, 2020), <http://dx.doi.org/10.31219/osf.io/764dc>.

² Murni Winarsih, "PEMBELAJARAN BAHASA BAGI ANAK TUNARUNGU," *Perspektif Ilmu Pendidikan* 22, no. XIII (2010): 103–113, <http://dx.doi.org/10.21009/pip.222.1>.

with exercises that Repeated also or indeed innate from birth³. According to Elsa Efrina⁴, vocational qualifications are vocational skills or proficiency that is often associated with some regions of employment in the community⁵. Based on the explanation, researchers can interpret that vocational skills are the ability of a person to work on a job with a self-reliant, easy and careful and have the basic ability to prepare themselves for Readiness to the job world. Skills are many in teaching school which one of the sewing skills, but not all the parts that can be done by the child because, in sewing, the zipper children have difficulty in solving it. Sewing zippers are an important part of the outfit because of their function being the opening and closing parts⁶.

Based on observations conducted by researchers at the Extraordinary Public Schools 1 Lima Ka (SLB N 1 Lima Ka) researchers conducted observations on deaf children of class XI with the initials "MR" in the sewing skills class. Based on a preliminary study that the researchers observed, children were seen in the process of learning zipper sewing skills, namely the children's stitches were still not neat, the results of the children's stitches were still rough and the children did not sew according to the pattern that had been outlined. The researcher also interviewed the teacher of sewing skills, that in the sewing class, the teacher had used a demonstration method by providing exercises such as first sewing the product to be made by the child, then the teacher showed the results to the child to be emulated and added with some explanations in the manufacturing process⁷. Products done by children are less successful because the children's products are still not neat, the zipper stitches are still rough and inappropriate. In addition to observing the child the researcher also observed sewing learning conducted by the teacher, it was found that the teacher was not able to provide explanations of zipper sewing learning materials to the child because the teacher had difficulty communicating the intent of the material being taught. Therefore, researchers together with teachers sewing skills work together looking for solutions to improve children's skills in sewing skills with a media video tutorial that researchers think is able to improve children's skills. Sewing skills training is very beneficial for children, so when children graduate from a child's school bench can develop such skills into business or work that is able to help the economic life of the child⁸.

Video Tutorials are learning media that can help improve the learning process with the appearance of moving images and accompanied by sound. The learning process with Media video tutorials can help students learn because their learning can be repeated until the child

³ Ridho Pratama and Kasiyati Kasiyati, "Efektivitas Metode Demonstrasi Dalam Meningkatkan Keterampilan Membuat Terarium Bagi Anak Tunarungu," *Jurnal Penelitian Pendidikan Khusus* 6, no. 2 (2018): 43–48.

⁴ Mega Iswari et al., "Bermain Peran : Sebuah Metode Pembelajaran Untuk Mengembangkan Keterampilan Sosialisasi Anak Autis," *Jurnal Pendidikan Kebutuhan Khusus* 2, no. 2 (2018): 39, <http://dx.doi.org/10.24036/jpkk.v2i2.310>.

⁵ Karunia Prastika Nandia, "Hubungan Dukungan Keluarga Dengan Kemampuan Sosial Dan Emosional Anak Berkebutuhan Khusus (ABK); Tunarungu Di SDLB-B Karya Mulia I Surabaya" (Widya Mandala Catholic University, 2015).

⁶ Rizky Suci Pratiwi, Hasyimkan Hasyimkan, and I Wayan Mustika, "PEMBELAJARAN TARI BEDANA PADA SISWA TUNARUNGU TINGKAT SMP DI SLB NEGERI METRO," *Jurnal Seni dan Pembelajaran* 1, no. 3 (2013).

⁷ Nandia, "Hubungan Dukungan Keluarga Dengan Kemampuan Sosial Dan Emosional Anak Berkebutuhan Khusus (ABK); Tunarungu Di SDLB-B Karya Mulia I Surabaya."

⁸ Ayinun Mardhiati and Umar Mansyur, "Teknik Total Physical Respons Untuk Meningkatkan Kemampuan Berbicara Anak Tunarungu" (Center for Open Science, 2018), <http://dx.doi.org/10.31227/osf.io/8czqb>.

understands the learning⁹. The process of giving media video tutorials learning, researchers display the props and materials to be used ie pieces of cloth parts for the place of sewing, zipper, and others by showing the sewing process Zippers step by step to solidify each stitch further. So that the ability of children after learning with video media tutorials, children are expected to be able to sew the zipper dress neatly. Based on the problems that have been described, the researcher intends to research with the title Enhancing Vocational Skills in Zippers Sewing through Media Vide Tutorial for Deaf Children in SLB N 1 Lima Kaum.

Method

The research used is research through a single *Subject Research approach*. According to Tawny and David (1987), *Single-subject Research* is research conducted on the subject to know the magnitude of the treatment that is given repeatedly at a certain time. This research uses the form of A-B-A design, according to the Sunanto¹⁰ A-B-A design is a way to measure child's ability in baseline conditions (A) with no treatment or intervention to the child, also called the Intervention condition (B), then to get a conclusion then given the addition of a second baseline condition called (A2).

The subject is a thorough researcher that is the son of class XI/B in SLB N 1 Five people who are initials female type MR. In the implementation of research involving teachers' skills and researchers, which teacher skills as observers while researchers as executor. Data obtained through data collection techniques is through observation, documentation, and tests. For the data collection tools, researchers use an instrument test consisting of 15 steps sewing zippers.

Research and discussion results

Research that researchers use to get a data analysis, i.e. visual analysis Of graph data (*visual analysis Of Graphic data*). Data obtained from the initial stage of the child prior to the intervention (A) and after the treatment or intervention (B). In this research researchers use the form of A-B-A design, the results of the observations that researchers do are:

1. Analysis in condition

a. Length of condition

Long condition is an activity that calculates how long the observation time is performed at The time of initial *baseline* condition, intervention, final baseline.

Table 1. length of baseline conditions, interventions, final baseline

Conditions	A	B	A2
Length of condition	4	7	5




b. Estimation of directional likelihood

⁹ Sri Rahayu et al., "The Professional Competency Teachers Mediate the Influence of Teacher Innovation and Emotional Intelligence on School Security," *Journal of Social Studies Education Research* 9, no. 2 (2018): 210–227.

¹⁰ Juang Sunanto, Koji Takeuchi, and Hideo Nakata, "Pengantar Penelitian Dengan Subjek Tunggal," *Universitas Tsukuba: Crice* (2005).

The research researchers did find the results that in the initial *baseline* condition (A) are flat, the intervention condition (B) rises, and the condition of the final *baseline* (A2) rises.

Table 2. trend toward the baseline, intervention, final baseline

Conditions	A	B	A2
Estimation			
The likelihood of direction	(=)	(+)	(+)

c. Stability loudness

The likelihood of stability is to show a small or a certain degree of data (Sunanto,2005). Data is said to be stable when a small data range or a low level of variation is at 80%-90%, if the data is below the percentage of 80%-90% then the likelihood is unstable and if the stability range is 80%-90% stable data. The percentage of the criteria used is 15%.

1) *Baseline* Condition (A)

a) Trend stability

$$\begin{aligned} \text{Trend stability} &= \text{highest value} \times 0.15 \\ &= 46,66\% \times 0.15 \\ &= 6,9 \end{aligned}$$

$$\text{Half new stability } 6.9:2 = 3.45\%$$

b) Mean level

$$\begin{aligned} \text{Calculating the mean} &= \frac{\text{number of data point}}{\text{data number}} \\ &= \frac{46,66+46,66+46,66+46,66}{4} \end{aligned}$$

$$= 46,66\%$$

c) Upper Limit

$$\begin{aligned} \text{Calculating the upper limit is mean level} + \text{half trend stability.} \\ &= 46,66\% + 3,45\% \\ &= 50,11\% \end{aligned}$$

d) Lower limit

$$\begin{aligned} \text{Calculating the lower limit is the mean level} - \text{half new stability.} \\ &= 46,66\% - 3,45\% \\ &= 43,21\% \end{aligned}$$

e) Percentage stability

Calculating the percentage of data point number in the range: the amount of data x 100%

$$\begin{aligned} &= 4 : 4 \times 100\% \\ &= 100\% \end{aligned}$$

2) Interventional Conditions (B)

a) Trand stability

Calculating the stability range is the highest value x percentage criteria (0.15)

$$= 73,33 \% \times 0,15$$

$$= 10,99 \%$$

Setengan new stability is $10.99:2 = 5.49\%$

b) Mean level

Calculating the mean

$$= \frac{\text{number of data point}}{\text{data number}}$$

$$= \frac{46,66+60+66,66+66,66+73,33+73,33+73,33}{7}$$

$$= 57,46\%$$

c) Upper Limit

Calculating the upper limit is mean level + half new stability

$$= 57,46 + 5,49$$

$$= 62,95\%$$

d) Lower limit

Calculating the lower limit is the mean level – half new stability

$$= 57,46 - 5,49$$

$$= 51,93$$

e) Percentage stability

Calculate the percentage of data points in a range: a lot of data x 100%

$$= 1 : 7 \times 100\%$$

$$= 14,28\%$$

3) Final *baseline* condition (A2)

a) Trend stability

Calculating the new stability is the highest value of x percentage criteria =

$$73.33 \times 0.15$$

$$= 10,99 \%$$

Half new stability is $10.99:2 = 5.49\%$

b) Mean level

Calculating the mean level

$$= \frac{\text{number of data point}}{\text{data number}}$$

$$= \frac{66,66+73,33+73,33+73,33+73,33}{5}$$

$$= 71,99\%$$

c) Upper Limit

Calculating the upper limit is mean level + half new stability = $71.99 + 5.49$

$$= 77,48\%$$

d) Lower limit

Calculating the lower limit is the mean level – as a new stability = $71.99 - 5.49$

$$= 66,5\%$$

e) Percentage stability

Calculating the percentage of stability is the number of data points in the range: Many data x 100%

$$= 5 : 5 \times 100\%$$

$$= 100\%$$

Table 3. Stability of baseline conditions, interventions, and final Baseline

Conditions	A	B	A2
Stability	Stable	unStable	Stable

d. Define a data-trace

The conditions of comparison of baseline, intervention, and final baseline can be seen more clearly in the following table:

Table 4. Likelihood of trace baseline condition data, intervention, final Baseline

Conditions	A	B	A2
Data Trace	—	/	/
Likelihood	(=)	(+)	(+)

e. Define stability levels and ranges

The result of the child's ability to sew the zipper done in a *baseline* condition (A) for five times the meeting which finds the percentage result is (46.66%) (46.66%) (46.66%) (46.66%) (46.66%). Intervention conditions (B) found the percentage of results made by seven meetings increased namely: (46.66%) (60%) (66.66%) (66.66%) (73.33%) (73.33%) (73.33%). The final baseline condition also found that the percentage of five meetings increased, namely: (66.66%) (73.33%) (73.33%) (73.33%) (73.33%). The results of the percentage of these conditions can be seen more clearly in the following table:

Table 5. Level and stability range

Conditions	A	B	A2
Levels and range of stability	46,66% - 46,66%	46,66% - 73,33%	66,66% - 73,33%

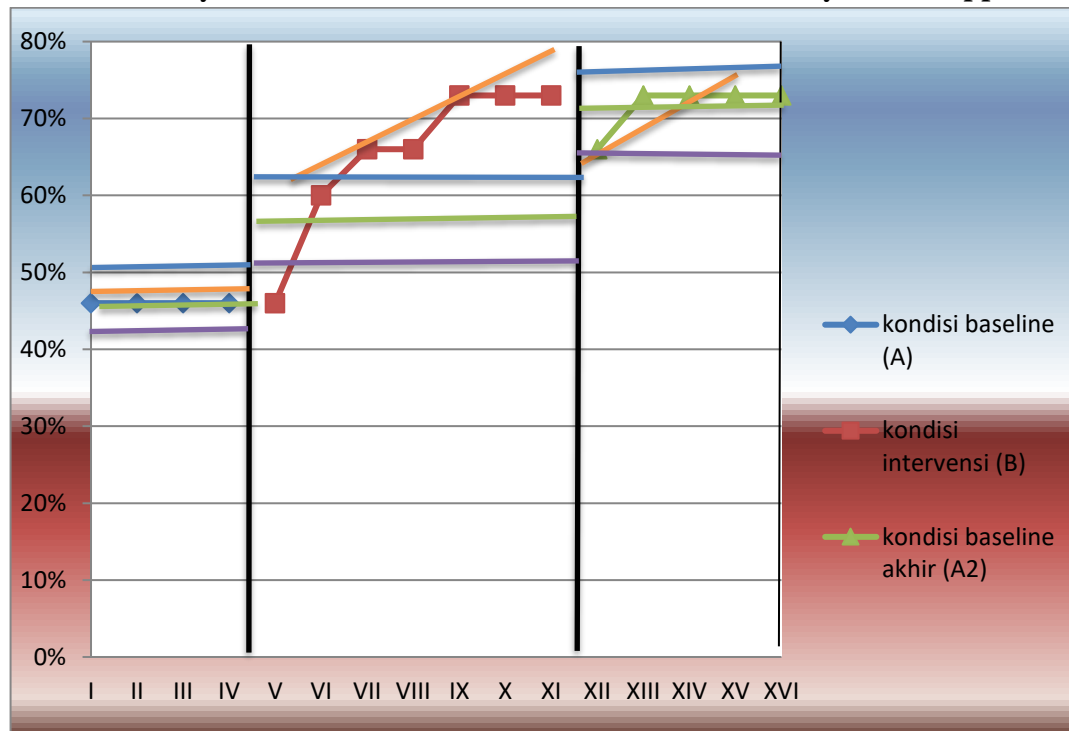
f. Find the change level

- 1) Specifying first data points and last data
- 2) Reduce large data with small data
- 3) Determine the result of the difference in the data if the direction is good (+) or bad (-)

Table 6. level of change

Conditions	A	B	A2
Level Change	46,66% - 46,66% = 0 % (=)	73,33% - 46,66% = 26,67% (+)	73,33% - 66,66% = 6,67% (+)

Gambar 1. Analysis in the condition of research data the ability to sew zippers



Description:

- : Condition boundary Line
- : Line of direction
- : Lower Limit
- : Upper Limit
- : Mean

2. Inter-condition Analysis

Summary of the analysis results of the following conditions:

Table 7. Analysis between conditions

No	Conditions	A : B : A2
1.	Number of variables at home	1
2.	Changes in directional direction	$\text{---} = \text{---} : \text{---} : \text{---}$ $\text{---} = \text{---} + \text{---} : \text{---} + \text{---}$
3.	Changes instability	Stable : unstable : stable
4.	Level of Change	a. 46,66% - 46,66% = 0%

	a. A – B	b. $73,33\% - 66,66\% = 6,67\%$
	b. B – A2	
5.	Overlap Percentage	a. $0 : 7 \times 100\% = 0\%$
	a. A – B	b. $5 : 7 \times 100\% = 71,42\%$
	b. A2 – B	

Conclusion

The implementation of this research was conducted in SLB Negeri 1 Lima Kaum for children who are deaf class XI. The study was raised based on problems in the fashion class on learning zippered sewing skills. The skill of sewing zipper child look less neat, the results of the child stitching still rough and sewing yet to suit the pattern.

Research sewing skills for deaf children with the use of media video tutorials can improve the child's skills in sewing the zipper neatly and adequately. The process of implementing this research is conducted using *Single Subject Research (SSR)* research with a comparison of condition range of 4:7: 5 with three conditions, namely in condition Initial baseline (A), Intervention (B), final *baseline* (A2). The result of the initial baseline condition (A) is obtained from four times the meeting with the value: 46.66%, 46.66%, 46.66%, 46.66%. At initial conditions, the child looks at 7 steps out of 15 steps by the way the child sewing the zipper directly with a sewing machine Tampa working on the initial steps to sew the zipper.

The result of the interventional condition (B) after the child is given treatment with value: 46.66%, 60%, 66.66%, 66,66% 73,33%, 73.33%, 73.33% on seven times meeting time. When a child is given a child treatment can improve the sewing skill of the zipper as the child is already sewing by using some initial step sewing zippers. The intervention process can be discontinued as the observation results have been met with saturated data.

The result of the final *baseline* condition (A2) to get the data inferences based on five times the meeting with values: 66.66%, 73.33%, 73.33%, 73.33%, 73.33%. On the Visible Final baseline conditions the child underwent an increased change in sewing zippers, from the child initially sewing the zipper by directly sewing the Chemesin Tampa working on some initial steps in the process of sewing zipper until the child on The final baseline has been working on some initial steps in sewing so that child stitches are neater and correct than before.

Based on the results of the implementation of the research proves the use of video media tutorials can improve the vocational skills of sewing zippers for deaf children.

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