

Improving Vocational Embroidery Decoration Wall Skills Through *Learning By Doing* Model for Autistic Children in SLB Autisma YPPA Padang

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ABSTRACT : This study discusses three students who have problems in vocational skills, making wall decoration creations. The observation shows that students have good interest and talent in embroidery. The purpose of this paper is to improve vocational skills to make creations of wall hangings through the learning model of learning by doing. The research method used was classroom action research consisting of two cycles. Each cycle consists of four meetings held in several stages, namely planning, implementing actions, observing, and reflecting. Data collection techniques used were observation, documentation, and tests. The results showed that the vocational learning process of making wall hangings creations for children with Class X autism was carried out through learning by doing learning models. The results of the study in the first cycle have increased. At the first meeting until the fourth meeting TQ scored 42.8%, 54.7%, 54.7%, and 61.9%, UM earned 47.6%, 59.5%, 59.5%, and 66.6%, and NA 52.3%, 61.9%, 61.9% and 69%. In the second cycle, TQ scored 69%, 69%, 73.8%, and 80.9%, UM earned 76.1%, 76.1%, 78.5%, and 80.9%, and NA received 85.7%, 85.7%, 90.4%, and 90.4%. The conclusion is that the implementation of embroidery wall hanging vocational skills can be improved through the learning model of learning by doing.

Keywords: vocational, embroidery, learning by doing, autism

INTRODUCTION

Education has an essential role in social progress that preparing an educated generation, a self-contained necessary skill for life. As a national educational system, constitution no. 20 article 1, education is a planned and conscious effort to create an atmosphere of learning and instructional process to achieve the optimal educational goals. The development era that continues to experience progress, making someone who has taken formal education must have the expertise and life skills to support his life that is listed in the curriculum so that he not only has the ability in the academic field. In the community itself, life skills associated with a particular field of work are called vocational skills that educate and train students in fields of work related to the economic sector, such as trade, tourism, and others¹. This vocational skills of education

¹ Kurniawati et al., "Pemberdayaan Masyarakat Di Bidang Usaha Ekonomi: Studi Pada Badan Pemberdayaan

service is provided to all students; one of them is an autistic child who has special needs. Autistic children are often referred to as strange children who are busy with their world. Autistic children are children who have very complex developmental problems that can be known before the age of three years including the fields of communication, social interaction and behavior². Autistic children who have skills have good endurance in setting and eye contact. They have receivers quickly and repeatedly.

Based on a preliminary study which is conducted on December 5, 2018, at SLB Autisma YPPA Padang, researchers observed during the learning process that took place on three children (TQ, UM, and NA) class X autistic. Researchers saw that TQ was able to hold the needle properly and was able to insert the thread into the needle, but it was still not neat enough to sew in the pattern. Similarly to UM that is still less neat in sewing following the pattern but can already insert the thread into the needle. Whereas NA looks pretty neat in sewing following the pattern, can already hold the needle and insert the thread into the needle and attach the cloth to the ram. On the results of observing the learning of embroidery skills, it can be seen that the embroidery skills given by the teacher to students are still limited in terms of providing diverse motives and lack of continuous training so that the stitches of children still look less neat and do not follow patterns. As a result of the lack of creations on the motives make the results of child embroidery less attractive to the public and are still valued low in the market.

Embroidery embellishment wall skills can be given to autism children to help their motoric skills as well as the coordination of the eyes and hands of autism children. The embroidered skills hanging wall has been much in demand by the entire circle, where can decorate the house or shelter with unique and beautiful. So that embroidery embellishment wall skills can compete in the market and has the value of the economy that will be able to help children to improve the standard of living becomes better — learning the embroidery skills given by the teacher using the demonstration and lecture methods. In teaching and learning activities, students only pay attention to the explanation of the teacher who demonstrates how to embroider with the stab stitch technique. However, looks are not the optimal provision of the exercise is continuous and ongoing, it is difficult to know whether the participant students who already have embroidery skills. So the researcher and teacher want to help students in improving the vocational embroidered hanging wall skills by using learning by doing model. Learners pay attention to the teachers' explanations while practicing. Learning by doing a model is direct action done by students actively, both individually and in groups. Learning by doing a model involves the students' participants to have concrete material experiences. Direct participant involvement students in the process of learning will be a directional experience which is expected to be rooted in self-participant, vocational embroidered hangings wall improved skill in autism children can be self-sufficient in the economy to produce students that can compete and develop the positive habit in everyday life. Based on the background of the study, the researcher researches with the title "Improving Vocational Embroidery Decoration Wall Skills Through Learning By Doing Model for Autistic Children in SLB Autisma YPPA Padang".

Masyarakat Kota Mojokerto," *Jurnal Administrasi Publik (JAP)* 1, no. 4 (2014): 9–14.

² Ganda Sumekar, *Anak Berkebutuhan Khusus: Cara Membantu Mereka Agar Berhasil Dalam Pendidikan Inklusif* (Universitas Negeri Padang Press (UNP Press), 2009).

METHOD

This research used the classroom action research model by planning, execution and collaborative reflection action. This research was conducted at SLB Autisma YPPA Padang class X, research subjects were grade X students at SLB Autisma YPPA Padang with initials TQ, UM, and N A. Students aged between 17- 20 years old. The procedure of research consists of four stages; planning, action, observation, and reflection, then accompanied by repeated planning carried out in two cycles. In planning activities, researchers are assisted by class teachers. The formulation of the problem is that the child has not been able to make creations on the results of embroidery, and the solution to the problem is to improve the wall embroidery skills with the *learning by doing* the learning model.

Planning preparation conducted by prospective researchers in collaboration with class teachers, namely:

- a. Make a lesson plan (RPP)
- b. Prepare an observation format
- c. Prepare research instruments
- d. Implement learning by using the *learning by learning* model to improve the creations of wall hangings
- e. Evaluating learning

Stages of the implementation of the action, the researcher will act by the planning that has been made, namely improving the skills of embroidered wall hangings by using the learning model *learning by doing*. Each cycle will be held four times. Learning will be done for 2×40 minutes at each meeting. Each meeting consists of preliminary activities or preliminary activities, core activities, and final or closing activities. Researchers conducted observations using the observation format to make creations of wall hangings using the *learning by learning* model with the following steps:

1. The preparation of the instrument, namely the preparation of the lattice that can be understood as a reference or guideline for making instruments in making creations of wall hangings with the learning model of *learning by doing*.
2. Documentation, in this study, the researchers used video or photo documentation aimed at studying data and obtaining information about improving vocational embroidery wall hangings. Documentation is carried out on each learning activity.
3. Act test aims to see or know the success or ability of children in improving wall decoration embroidery skills. Assessment for work can be done using a scale of assessment, namely a score of 0: can not, score 1: can with help, and a score of 2: can.

This study was analyzed with qualitative data based on test and observation results. Conclusions are obtained based on data that is described by a series of words and sentences that have been grouped according to their categories. Researchers not only use a

qualitative approach but also use a quantitative approach. Researchers used percentage quantitative data analysis techniques according to Arikunto³ with the following formula:

$$\text{Determination score: } \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100 \% =$$

RESULTS AND DISCUSSION

The study was conducted in class X SLB Autisma YPPA Padang with three male students with the initials TQ, UM, and NA. This research was carried out by carrying out a cycle in which the actions were carried out twice a week, precisely on Monday, and Thursday. The implementation of the actions in each cycle is carried out four times by looking at the child's ability at each meeting with a time of 2×40 minutes.

As has been mentioned in the research lattice, that what will be achieved is to improve vocational embroidery wall hanging skills through *learning by doing* learning models. The new abilities of autistic children in class X SLB Autisma YPPA Padang can be seen in the diagram below:



Figure 1.1 Graphic of children's early ability to make embroidered wall hangings

From the graph above, it is known that the ability of children with autism in making embroidered wall hangings is still low, TQ 42.8%, UM 47.6%, and NA 52.3%. The results of the initial ability show that TQ, UM, and NA still have difficulty in making embroidered wall hangings creations especially making punctures on leaf and flower motifs. Therefore, guidance is needed during the process of making these wall hangings. Based on the results of the students' initial abilities, an increase is needed in making embroidered wall hangings for autism children using the *learning by learning* model.

The implementation of the first cycle carried out as many as 4 meetings, namely on July 22, July 25, July 29, and August 1 2019. Below is a graph of the results of the ability tests of each student in cycle I.

³ Arikunto Suharsimi, "Dasar-Dasar Evaluasi Pendidikan," *Jakarta: Bumi Aksara* (2009).

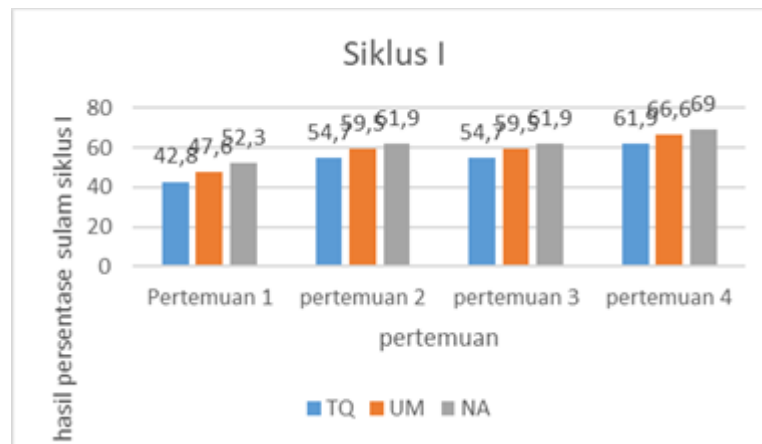


Figure 2.1 Graph of recapitulation of the value of the ability to make creations of wall hangings through the *learning by learning* model in cycle I

Based on the graph above, it can be seen that in the first cycle, there was an increase. Where TQ scores from the first meeting to the fourth meeting are 42.8%, 54.7%, 54.7%, and 61.9%, while the MW scores 47.6%, 59.5%, 59.5% , and 66.6%, and NA 52.3%, 61.9%, 61.9%, and 69.0%. Cycle II was held on 5 August, 8 August, 12 August, and 15 August 2019. Below is a graph of the results of tests in cycle II:

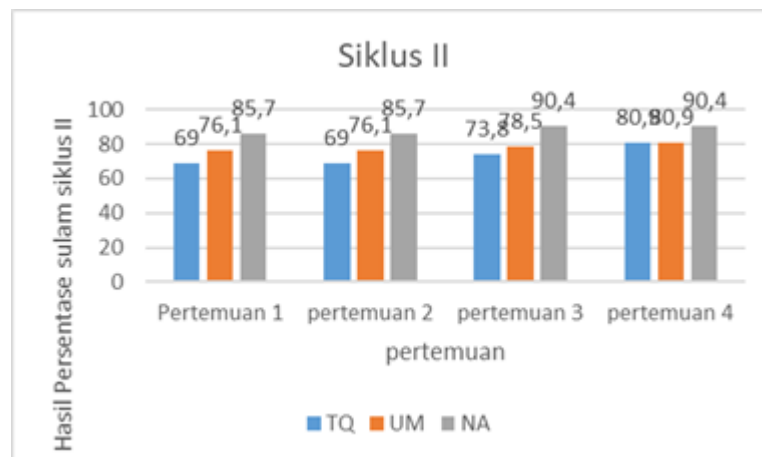


Figure 3.1 Graph of recapitulation of the value of the ability to make creations of wall hangings through the learning model of *learning by doing* in cycle II

Based on the results obtained from the recapitulation of the data above, it is known that the ability of children to make creations of wall hangings through the learning model of *learning by doing* is increasing. In the second cycle, TQ received 69.0%, 69.0%, 73.8%, and 80.9%, while ME earned 76.1%, 76.1%, 78.5% and 80.9 values %, and NA get value of 85.7%, 85.7%, 90.4%, and 90.4%.

This research is discussed based on the results of research answers about: Can the embroidery wall hanging vocational skills for children with Class X autism in SLB Autisma YPPA Padang be improved through the *learning by doing* a learning model? What is the process of improving wall hanging vocational skills through *learning by doing* a learning model for autistic children at SLB Autisma YPPA Padang? The following discussion of the results of the research

above:

1. The process of improving vocational skills to make embroidered wall hangings through *learning by doing* learning models for autistic children at SLB Autisma YPPA Padang.

Based on the explanation of the results of the implementation of the study, it was found that learning to improve the embroidery skills of wall hangings through *learning by doing* a learning model for autistic children in SLB Autisma YPPA Padang has run quite well. This is seen from the communication that is established quite well between students, observers, and researchers in connection with the material discussed. Autism children will more quickly accept vocational skills when given an exercise directly and repeatedly so that autism children become accustomed even though they still do not understand in theory but understand in practice. Therefore vocational skills make creations of wall hangings owned by children can be improved through the learning model of *learning by doing*. *Learning by doing* is one of the learning models that can be given to children with autism. *Learning by doing* has a principle that is based on the assumption that students will get more experience with an active and personal involvement that is gained by viewing or watching content or concepts⁴. In the vocational skills of making wall hangings creations through *learning by doing* learning models carried out each step by step activities as follows: researchers set learning objectives, researchers provide explanations of vocational skills to make creations of wall hangings, researchers ask students to immediately jump into making creations of wall hangings in accordance with the direction and guidance of researchers. Researchers are tasked with observing and guiding the work of students. Researchers provide learning by optimizing direct practice so that increased vocational skills create repetitive creations of wall hangings.

2. The results of learning vocational skills make wall embroidered creations through *learning by doing* learning models for autistic children at SLB Autisma YPPA Padang.

The results of research on improving vocational skills to make wall decoration creations through *learning by doing* learning model are described as follows: in the first cycle of the 21 items given in the test of the ability to make creations of wall hangings TQ obtained a score of 61.9% while UM earned a score of 66, 6% and NA obtained a score of 69.0%. In the second cycle TQ obtained a score of 80.9%, MEs obtained a score of 80.9% while NA gained a score of 90.4%. From the scores obtained by students, it is known that the purpose of the research to improve vocational skills is to make ornamental wall creations through *learning by doing* learning methods can be improved and show satisfying results, because of the advantages

⁴ Dea Rizky Ananda et al., "Students' Preferences toward Oral Corrective Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016," *Theory and Practice in Language Studies* 7, no. 3 (2017): 176–186.

of *learning by doing* provide opportunities for children to actively participate or in decision making`. The learning process that uses the *learning by learning* model will make students more quickly absorb or accept lessons ⁵.

CONCLUSION

The results of the learning model of *learning by doing* can improve the vocational skills of wall hangings for children with autism in class X at SLB Autisma YPPA Padang. This research was conducted in two cycles, where each cycle was conducted four times. The conclusions obtained based on the results of data analysis obtained in the classroom action research on improving vocational embroidery wall hanging skills through *learning by doing* learning model for children with Class X autism in SLB Autisma YPPA Padang, namely:

1. The process of learning vocational skills to make creations of wall hangings through the learning model of *learning by doing* in children with Class X autism is as follows: a) planning b) implementing actions c) Observations d) Reflections
2. The learning outcomes of children with Class X autism in making embroidery wall hanging vocational skills increase through *learning by doing* learning models. Cycle I TQ scored 62.5%, ME gained a score of 67.5%, and NA gained a score of 70%. Cycle II, TQ, and UM obtained the same score of 82.5%, while NA obtained a score of 90%.

SUGGESTION

Based on the results of research that have been carried out by researchers, the advice that can be given to teachers, namely the results of research on *learning by doing* learning models can be used as one of the learning models used in learning embroidery skills.

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⁵ LUSIANA NURYANTI, "PENGARUH SPIRITUAL QUOTIENT TERHADAP TINGKAT DEPRESI PADA LANSIA USIA 60–74 TAHUN" (stikes icme jombang, 2019).