

Development of Deaf Students Batik Skills

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Abstrak: Deaf is someone who has a hearing loss, which causes hearing impairment to experience limitations in language, communication, and capturing information. With all the limitations experienced and the potential it has, the deaf child needs to be equipped with life skills and one of them is the skill of making batik. Research Objectives to: 1) describe the process of planning a batik skills training program; 2) describe the strategy of implementing batik skills coaching, and 3) describe the evaluation methods for developing batik skills of deaf students in Blitar City. This study uses a qualitative approach to the type of case study research. The study was conducted at SLB in Blitar City. Data was collected through interviews and observations, and analyzed using content analysis. The results of this study indicate that: The process of planning a batik skills training program is held in a meeting that discusses the identification of field needs and formulating learning objectives which are then compiled in a lesson plan that is aligned with K13; The strategy of developing batik skills in collaboration with batik artisans in Pakunden, the Wali Murid Circle of Friends, and the implementation of classes; The results of the work of developing batik skills are evaluated through the provision of appreciation in the form of participation in bazaars, exhibitions, competitions and also used as a uniform as a school identity. In this way, the interests of deaf children develop their skills.

Keywords: Coaching, Batik skills, Deaf.

INTRODUCTION

References both in terms of physical and spiritual. From a spiritual aspect, humans have a variety of abilities, preferences, characteristics to different beliefs. While in terms of physical human beings have different physical forms. There are people who are born physically complete, some are born with a physical incomplete. This condition is often called disability. Disability is a different human being from children in general (Atmaja, 2017). Various disabilities include blind, deaf, mental retardation, physical impairment, autism, ADHD and learning difficulties.

Deaf is a term used for someone who has hearing impairment. Deaf children according to Aulia (2012) is the loss of the ability to capture sounds from the outside caused by the malfunctioning of the sense of hearing. The hearing impairment of the hearing impairment is not functioning properly, causing the hearing impairment to experience limitations in language, communication, and capturing information. So that makes the deaf put visual.

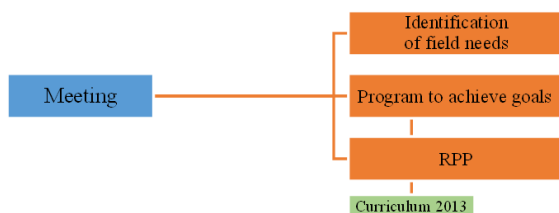
With all the limitations experienced by children who are deaf and the same desire as people in general, it is necessary for education specifically for children with hearing impairment, namely SLB. SLB (Extraordinary School) is a school for ABK in order to get education services in accordance with the obstacles they have. Learning in SLB according to Government Regulation No. 22 of 2006 that the content of the curriculum

content at the level of high school education unit consists of 40% to 50% aspects of academic ability and 60% to 50% aspects of ability skills. In the ability skills Anwar (2006) explains the life skills education program is education that provides skills in accordance with the needs of the job market, one of which is in the community is coaching. According to Kusumawati (2010) Coaching is a skill and practice that inspires and facilitates one's performance, learning and development. Making batik is one of life skills that can be a skill program of choice in special schools.

Batik skills were chosen because, seeing the famous tourism potential in Blitar, so that it affects the business opportunities of the local community. In the City of Blitar there is a history of childhood and graves of the first President in Indonesia, namely Ir. Soekarno, which attracts local and foreign tourists to visit the City of Blitar. Because of the large number of tourists visiting Blitar City, children with special needs must be equipped with life skills that are useful for work preparation and future lives.

The limitations of hearing and communication do not limit deaf students in SLB Negeri 3 Blitar City in learning batik skills. It becomes very interesting to study when children with hearing impairments that affect communication, can follow batik lessons very well and skillfully. Evidenced by the work of students from SLB Negeri 3 Blitar City Blitar included in the competition, in the bazaar and used as a school identity uniform.

Figure 1. The Planning Process of Making a Batik Skills Development Program



METHOD

This research uses a qualitative method with a case study approach. The selection of this method is due to the suitability of the opinion according to Creswell (2014) qualitative research is a method for developing and providing understanding of the meaning of individuals or groups about social and humanitarian issues. The presence of researchers as a key instrument that plans, conducts, and evaluates research, from researchers coming to the field, digging up data and information, analyzing, to compiling the report. Sources of data or informants determined in this study are as follows: 1) Teachers in the Field of Skills (GBK) are the main cases in batik skills development, 2) Deaf Students (ST) who are the unit of analysis, 3) Class Teachers (GK), 4) Principal (KS), 5) Parents of students (OT), 6) Supervisor (PS) which is a source of supporting information.

Data collection techniques in this study is by using several data collection techniques so that the data obtained is more complete and richer. According to Yin (2014) data collection for case studies in the form of documents, archival records, interviews, direct observation and cast, as well as physical devices. For this reason the data collection procedures used in this study are interviews, observation and documentation.

The interview technique used in this study was in-depth interviews (in depth interview). In-depth interviews are needed in this study because this research wants complete and accurate data. Interviews are conducted informally with oral or question and answer in face-to-face meetings between the speakers and researchers individually. Before conducting interviews the researchers prepared interview guidelines. Interview guidelines are used to facilitate researchers in extracting information so that the information obtained is complete and clear.

Observation, Prastowo (2012) states that observation is an observation of symptoms that appear in an object of research. This research is carried out directly to the object of research, which then produces reality at the research site. This study uses participant observation techniques.

Documentation, The documentation used in this study aims to obtain data in accordance with reality at the research site. The documentation used as evidence of this research are photographs of batik coaching activities, events attended by schools related to batik training and school lesson plans.

Data analysis conducted by researchers refers in the opinion of Miles and Huberman namely (1) reduction, (2) data presentation. (3) draw conclusions. The explanation is as follows. After the researchers conducted data collection, the researchers conducted data reduction. After the data has been reduced, it is included in the presentation of data in the form of a chart so that the data is neatly arranged.

Checking the validity of the data in this study, researchers used triangulation and member check techniques. The data validity checking technique is done by using triangulation techniques and source triangulation. Technical triangulation is done by checking the data at the same source with different techniques. Source triangulation is done by checking the data that has been obtained through several sources. Member check is checking the data obtained by researchers to the data giver, namely by giving a signature as an agreement that the statement is true and credible.

FINDINGS AND DISCUSSION

Findings

Kamayangan (2016) Planning the skill of Cemol batik on Deaf in SLB Negeri 1 Bantul using KTSP, designing syllabus and lesson plans according to the character of students. Meanwhile, the process of planning the batik skills training program in SLBN 3 can be seen in Figure 1.

The process of planning for batik skills training is carried out with meetings that produce 1) identification of field needs, and 2) programs so that objectives can be achieved. Field identification conducted by SLB Negeri 3 Blitar City for the development of batik skills is 1) Competent teachers in their fields, 2) Natural resources around the school environment, 3) School capital resources, 4) Time, 5) Tools and materials, 6) Learning media, 7) Facilities and Infrastructure, 8) The need for exhibitions when there is an event. Whereas the program so that school goals can be achieved by SLB Negeri 3 makes a program in the form of a lesson plan guided by the 2013 curriculum. Novita (2016) The lesson plan is a learning plan so that basic competencies can be achieved.

Strategies for Building Batik Making Skills can be seen in Figure 2.

Figure 2. Strategy Chart for batik skills development

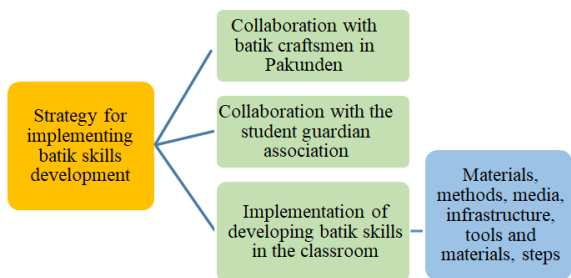
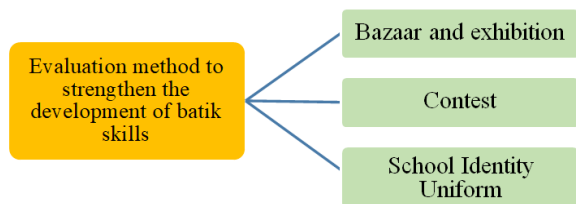


Figure 3. Chart of Evaluation Methods for Strengthening Batik Skills Coaching



First is cooperation with batik craftsmen in Blitar City Pakunden. The collaboration is carried out by taking the tools and materials needed from batik craftsmen in Pakunden to develop batik skills, such as fabric, rubber, beads, water glass, and fabric dyes.

Second, cooperation with the Wali Murid Circle of Friends. Collaboration with the Wali Murid Circle of Friends is with Walimurids participating in buying or marketing the work of their children. Schools and Walimurid also hold meetings to create a conducive atmosphere between Walimurid and schools that aim to develop the potential and creativity of their children.

Third, the implementation of batik skills coaching, Batik skills development in SLB Negeri 3 Blitar City, there are 5 deaf students (B). Batik skill training in SLBN Negeri 3 Blitar City is carried out every Monday to Friday at 6-7 from 11:00 to 13:00. The implementation of batik making training directly in SLB Negeri 3 Blitar City classes contained (1) learning material for building batik skills in the form of theory and practice, (2) learning methods for developing batik skills by using lecture methods, demonstration methods, practical methods and work methods groups, (3) learning media for developing batik skills is by using school identity uniforms that are worn by students every Wednesday and Thursday, teachers sometimes also use laptops using the YouTube application, (4) infrastructure for developing batik skills, (5) tools and materials for developing batik skills such as cloths, markers, beads, rubber, scissors, threads and needles, dyes, water glass, tubs or buckets, (6) steps for implementing batik skills development starting from preliminary activities by carrying out appreciation greetings, check student attendance and prayer before implementation coaching

batik skills) and giving motivation to students. The main activities that are directed by the teacher of batik skills starting from: Making a pattern of dots for batik motifs, Thickening of patterns using markers, Tying a pattern of dots with beads and rubber, Sewing parts of line patterns, Shrinking the results of stitches, Fabric coloring, Fabric drying first, Removing rubbers and beads, Washing cloths, drying or drying cloth. In the closing activity the teacher carries out checks on the students' work, directs students to tidy up the work and ends with prayer.

Evaluation methods to strengthen the formation of batik skills can be seen in Figure 3.

The evaluation method used was the inclusion of bazaar and exhibition activities such as those carried out at Sutojayan High School, Blitar Tempo Doelo (BTD), International Disability Day, Inauguration of SMAN 3 Blitar City building. With Competition Activities, such as the provincial level LKS (Student Skills Competition) in Batu, National Children's Day Commemoration Competition in Blitar City Square which won 1st place, and other batik competitions. Uniforms of student work that are used as school uniform identity to date.

Discussion

According to Nurfirdaus (2018) the purpose of planning is that every activity has a clear way and purpose. Before the batik skills training activities, the school prepares to prepare all matters relating to the development of batik skills carefully. Preparation of planning for developing batik skills in SLB Negeri 3 Blitar City is by holding a meeting held at the beginning of the learning activity year. In this plan is learning the 2019/2020 school year.

In the meeting discussed (1) identification of field needs such as competent teachers, natural resources in the school environment, capital resources, time, tools and materials, learning media, facilities and infrastructure, the need for exhibitions when there are events, and (2) the program for the goal can be achieved, namely by making lesson plans that are guided by the 2013 curriculum. According to Damayanti (2017) Planning to determine learning objectives is guided by the results of the assessment; determine learning material with book guidelines; know the tools and materials; ways and techniques to use tools. Then according to Dewi (2018) Planning coaching batik skills begins with the preparation of the syllabus and (RPP).

After compiling the SLBN 3 Blitar City plans to make a Strategy for developing batik skills. Dewi (2018) states that learning strategies are the activities of teachers and students so that learning objectives are achieved. Nurfirdaus (2018) states there is a coaching

strategy to achieve the goals, namely: (1) Integration of vision, mission, goals, with the learning process, (2) Collaboration between schools and students' parents.

The strategy of developing batik skills carried out in SLBN 3 Blitar City is (1) Working closely with batik craftsmen in Blitar City pakunden, the cooperation is in the form of supply of tools and materials used for batik, (2) Cooperation with the Wali Murid Circle of Friends, collaboration is carried out with the meeting then the Wali Murid joined in buying and marketing the work of his children, (3) Implementation of batik skills directly in the classroom, there were (1) batik learning material, (2) learning methods, (3) learning media, (4) infrastructure facilities (classrooms which supports), (5) tools and materials, (6) batik skills steps.

With the implementation, SLBN 3 Blitar City conducted an evaluation to see whether the desired objectives could be achieved or vice versa. Sunaengsih (2017) Evaluation activities are assessing activities so that the indicators that cause the success or failure of objectives can be found, so that they can be used as the next study. It can be concluded that the evaluation is an action, activity or to measure the value of the objectives achieved as a study material for further activities.

According to Gie (2003) Efficiency criteria are the opposite of the results obtained with activities. Efficiency assessments lead to applicable regulations such as compatibility, eligibility, and compliance. This can be seen in the evaluation activities in SLB Negeri 3 Blitar City, which are included in bazaar and exhibition activities. Students' work is also used as a reflection of school identity. The effectiveness criterion is the extent to which the activity is carried out in accordance with the stated objectives (profit, achievement, productivity, etc.). This can be seen in SLB Negeri 3 Blitar City, which won the championship when carrying out the competition, SLBN 3 has also participated in competitions at the Provincial level.

Impact according to Djudju (2008) the impact criteria is an increase in ideas, possessions, labor, and funds. This is evident in SLBN 3 Blitar City that has received funds in the form of profits from the sale of batik by students.

CONCLUSIONS

The process of planning the batik skills training program in SLB Negeri 3 Blitar City is in accordance with other research, namely starting with a meeting that discusses the identification of field needs and programs so that goals can be achieved, which then gives birth to the formation of batik skills and lesson plans guided by K13; The strategy of developing batik skills training in SLB Negeri 3 Blitar City runs

smoothly and produces maximum coaching, this is in accordance with the theory of batik skills development strategies such as working with batik craftsmen in Pakunden, collaboration with parents' groups and class implementation; Evaluation methods to strengthen the development of batik skills carried out by SLB Negeri 3 Blitar City are in accordance with existing evaluation theories. By involving students in bazaars, exhibitions, competitions and used as a school identity uniform to foster the interest of deaf students to develop their skills.

To improve the ability to make batik students with hearing impairment, it is recommended that schools continue to carry out ongoing collaboration with artisans in the local area; To strengthen students' interest in batik skills, the process of appreciation through exhibitions, bazaars, competitions, and batik results which are used as a uniform for school identities, needs to be strengthened through collaboration with relevant parties.

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