



Improving the Skills of Making a Wedding Dowry Through a *Project Based Learning Model* for Deaf Children

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Abstract

The aim of this research is to develop the ability to make wedding dowries using a project based learning approach. Quantitative descriptive data analysis was used in conjunction with the classroom action research (PTK) approach as a research methodology. This research only has one cycle. Two deaf students at SMALB Class X SLB N 2 Pariaman were used as research subjects. Test, observation and documentation procedures are used in collecting PTK research data. Based on the results of the first cycle knowledge test, PTK research offers deaf students an efficient project-based learning approach to improve their ability to make wedding dowries. Students have achieved the expected results. where is the student ?

Keywords : *Dowry, Based Learning, Deaf*

Abstrak

Penelitian ini bertujuan untuk mengembangkan kemampuan membuat mahar pernikahan dengan menggunakan pendekatan pembelajaran berbasis proyek. Analisis data deskriptif kuantitatif digunakan bersamaan dengan pendekatan penelitian tindakan kelas (PTK) sebagai metodologi penelitian. Penelitian ini hanya memiliki satu siklus. Dua orang siswa tunarungu di SMALB Kelas X SLB N 2 Pariaman digunakan sebagai subjek penelitian. Prosedur tes, observasi dan dokumentasi digunakan dalam mengumpulkan data penelitian PTK. Berdasarkan hasil tes pengetahuan siklus pertama, penelitian PTK menawarkan kepada siswa tunarungu pendekatan pembelajaran berbasis proyek yang efisien untuk meningkatkan kemampuan mereka dalam membuat mahar pernikahan. Siswa telah mencapai hasil yang diharapkan. dimana siswa

Kata kunci : Mahar, Pembelajaran Berbasis Proyek, Tunarungu

Introduction

Education is the most important thing in an individual's life to be able to increase

intelligence, skills, abilities and creativity so that they are able to face all obstacles and challenges in the future. Every

individual has the right to obtain education without exception, including children who have obstacles and limitations such as children with special needs (Ginting, 2012).

Children with special needs who face obstacles and limitations in their cognitive, emotional, physical and motoric development are considered to have special needs. Special education services that are adapted to the demands and obstacles of children with special needs are very necessary. So that they can live freely and reach their maximum potential, like children in general, they are given special education, including mild hearing impairment (Khairun Nisa *et al.* , 2018).

Deaf people may have mild to severe hearing loss that makes it difficult for them to communicate using hearing aids, but they still need special assistance. Deafness has various types of classification, one of which is mild hearing impairment with a dB of between 27 – 40 dB. Light hearing loss

This limitation makes children with mild hearing impairment less so that in their activities children still need help and assistance from other people, especially during the learning process. Learning for deaf children is of course not only in the academic field, but is also developed in skills learning (Juherna1 *et al.*, 2020)

Vocational skills are one of the forms related to professional fields or skills, including work skills. Vocational skills are generally related to a particular industry or sector, and usually require special training, education or training. Vocational skills for deaf children are important, because they can increase children's independence in society. In addition, vocational skills play an important role in advancing daily life, such as cooking skills, self-care and household skills.

In the independent curriculum, one of the skills taught to deaf students is marriage dowry skills. Wedding dowry skills include planning and designing wedding souvenirs. The dowry can be sold to pay for the items that the prospective groom will give to the

prospective bride. For this reason, having these vocational skills children can create the right entrepreneurial business opportunities later (Nurhastuti, Mega Iswari, Kasiyati, 2019)

Based on the results of a preliminary study conducted in October 2023 at SLB Negeri 2 Pariaman, the author conducted questions and answers with class X teachers. They received information that the school provides skills in various fields such as fine arts, handicrafts and beauty. Based on the curriculum, each class must involve a project on these skills, learned through direct practice with video tutorials from platforms such as YouTube. The skills that are already in use at this school are cempal making, wood crafts, culinary arts, beauty styling, weaving, acrylic and wedding dowry skills.

During the skills learning process, students experience several obstacles, such as not knowing how to make the skills, causing children to experience a lack of interest and experience boredom in the skills process. This happens because students do not understand the process of making skills, students experience several obstacles during the making process, and many other things.

The author assessed the skill of making a wedding dowry on September 13 2023 for students with mild hearing impairment, getting skills learning results below KKM 70. Obtained an interpretation of the results of the analysis of the task of students with mild hearing impairment in making a wedding dowry, students obtained results W with a result of 25% and students II with a result 22.22%. In the problem above, researchers are interested in encouraging deaf students to improve their marriage dowry skills in terms of students' interests, understanding, and provisions for the future. In this case, the researcher will carry out skills learning using a *project based learning model* in improving the marriage dowry skills of deaf students.

Project Based Learning is a cutting-edge educational approach that actively

involves students in the learning process and problem solving activities by using projects and activities as learning media. Project assignments are provided to enable students to engage in creative activities, problem solving, decision making, exploration, and the opportunity to work both alone and in groups

the Project Based Learning learning model , because it can help deaf students increase students' interest in making skills. Therefore, this research is entitled "Improving the Skills of Making a Wedding Dowry Through the *Project Based Learning Model* for Class X Deaf Children at SLB Negeri 2 Pariaman".

Method

This research uses classroom action research. Research carried out in the classroom to determine the impact of decisions taken on a research topic is called classroom action research, or classroom action research, according to Sulipan in his book (Parnawi, 2020). studies that attempt to improve the standard of teaching methods used in the classes of this study. Class X SLB Negeri 2 Pariaman was used as the research subject, and the research was carried out there.

The variables used in the classroom action research approach are influenced by independent and dependent variables. The project-based learning paradigm is the independent variable in this research, while wedding dowry skills are the dependent variable. Planning, activities, observation and reflection are the four stages of each cycle used in this research approach.

Results and Discussion

This research was carried out in one cycle which started from 21 February 2024 to 1 March 2024. Implementation of each action was carried out 2 x 35 minutes, in accordance with the PjBL syntax, namely preparing questions or project task assignments, designing plans for the project, preparing project implementation schedules, testing results, and evaluation of

experiences. Learning process in improving skills in making wedding dowries for class X students at SLB Negeri 2 Pariaman

1. The initial stage of learning is to implement the action, before starting the learning the teacher and researchers prepare the tools and materials needed and support the learning process of the skill of making a wedding dowry. Activities at the fourth meeting The first meeting began with the teacher greeting the class and conditioning them. Next, he asked about how students were doing and the day and time of class. Finally, he explained today's learning activities in class and encouraged students to be enthusiastic about learning.
2. In the core activity, after everyone is conditioned, the teacher begins learning to make a wedding dowry which is carried out step by step and in accordance with the syntax in PjBL. First the teacher asks questions about the wedding dowry, then designs the planning and schedules the implementation of the completion of this project. Next, the teacher monitors the students in making the wedding dowry, starting from folding the money, putting glue on the decorations for the wedding dowry, adjusting the place for the decorations, attaching the glass to the frame. With the guidance and assistance of the teacher, make the wedding dowry repeatedly to improve students' ability to make the dowry, then test the students' ability to remember the tools, materials and steps for making the wedding dowry.
3. Closing activity: After everyone has finished the activity of making the wedding dowry, the teacher reviews today's lesson and explains the wedding dowry they made. The teacher provides motivation so that

students are more enthusiastic about making wedding dowry skills

The test results were carried out to determine students' abilities in improving their skills in making wedding dowries. Based on the initial ability results before being given optimal action through the *project based planning model* , it can be seen in the attachment that the students' initial ability test results are still low in implementing the skills of making a wedding dowry. It can be seen from the following graph :

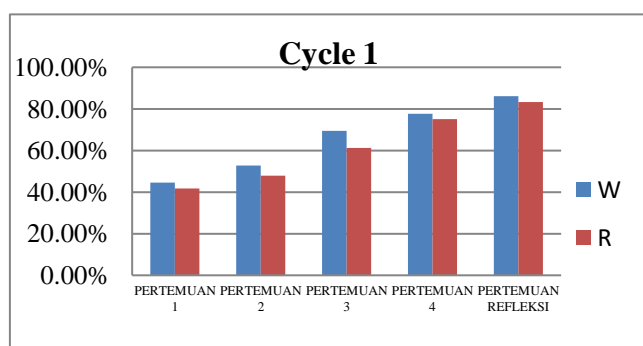


Figure 1. Recapitulation of Cycle I

Based on the graph, it can be seen that in cycle I there was an increase where in the initial ability students obtained a score for the first meeting of W students 44.44% and R students 41.66%, a score for the second meeting of W students 53.77% and R students 47.22%, the value of the third meeting of W students was 69.44 % and R students 61.11%, then the fourth meeting of W students was 77.77% and R students 75% and the meeting tested the results, namely W students 86.11 and R students 83.33%. Based on the results obtained, students can make a wedding dowry using the project based learning model independently and with a little teacher guidance in cycle I. In general, students can complete the assignment well.

From the results of learning carried out during one cycle, student W obtained a score of 86.11% and student R obtained a result of 83.33%. Students' talents can be classified as being in the very good range based on the grades they obtain. Therefore,

it can be concluded that the aim of this research is to improve the ability of deaf students in making bridal dowries, with the aim of achieving optimal and satisfactory grades as expected.

Knot

Based on research findings about how deaf students in class X SLB Negeri 2 Pariaman can improve their ability to make dowries by using a project-based learning approach. carried out in one cycle consisting of four meetings, each lasting 2 x 35 minutes. Every syntactic action that is in accordance with PjBL from a) preparing questions or project task assignments, b) designing plans for the project, c) preparing implementation schedules for project completion, c) monitoring students and the progress of the project, d) testing results, and e) evaluating experience. The results of the research show the skill of making a *project based wedding dowry model* for deaf children in the classroom X at SLB Negeri 2 Pariaman can be increased, stated based on the results of student skills in cycle I

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