Improving Balloon Bouquet Making Skills Through the Direct Instruction Model for Deaf Children

Azzahra Firdausi Salma[1], cruelty[2], Nurhastuti[3], Ardisal[4], Retno Triswandari[5]
(Special Education/Universitas Negeri Padang, Indonesia)

e-mail:azzahrafirdausisalma@gmail.com

Abstract

Salah satu pembelajaran keterampilan yang dipelajari di SLB Muhammadiyah Pauh IX Padang adalah membuat buket balon. Inilah yang menjadi latar belakang permasalahan yang ditemukan di sekolah tersebut. Permasalahan ini muncul ketika proses pembelajaran keterampilan membuat buket balon belum memberikan hasil yang maksimal karena kurang cocoknya metode pembelajaran yang selama ini digunakan yaitu berupa demonstrasi dan ceramah. Penelitian ini bertujuan untuk meningkatkan keterampilan membuat buket balon melalui model *direct instruction*. Metode yang digunakan adalah penelitian tindakan kelas. Penelitian terdiri dari dua siklus. Setiap siklus terdiri dari empat pertemuan dengan tahapan yang terdiri dari perencanaan, pelaksanan tindakan, obervasi dan refleksi. Teknik pengumpulan data terdiri dari observasi, dokumentasi, dan tes. Hasil penelitian menunjukkan 1) proses pembelajaran keterampilan membuat buket balon bagi anak tunarungu kelas IX dan XII yang dilaksanakan melalui model *direct instruction*. 2) meningkatnya kemampuan siswa tunarungu dalam pembelajaran keterampilan membuat buket balon. Hal ini dapat dilihat dari perbandingan nilai siswa sebelum diberikan tindakan yaitu IS memperoleh skor (50%) dan AI (46%). Setelah diberikan tindakan pada siklus I kemampuan IS dan AI meningkat dengan skor perolehan yang sama sebanyak (68%). Kemudian penelitian dilanjutkan pada siklus II untuk memaksimalkan kemampuan siswa dengan skor akhir yang didapatkan IS adalah (90%) dan AI (89%). Maka dapat disimpulkan bahwa model direct instcrution dapat meningkatkan keterampilan siswa tunarungu dalam membuat buket balon.

Keywords: *Deaf, Skills for making balloon bouquets, model direct instruction.*

Abstract

One of the skills learned at SLB Muhammadiyah Pauh IX Padang is making balloon bouquets. This is the background to the problems found at the school. This problem arises when the process of learning the skill of making balloon bouquets has not provided maximum results due to the lack of suitability of the learning methods that have been used, namely demonstrations and lectures. This research aims to improve skills in making balloon bouquets through direct instruction. The method used is classroom action research. The research consisted of two cycles. Each cycle consists of four meetings with stages consisting of planning, implementing actions, observing and reflecting. Data collection techniques consist of observation, documentation and tests. The results of the research show 1) the process of learning the skill of making balloon bouquets for deaf children in grades IX and direct instruction. 2)

increasing the ability of deaf students in learning balloon bouquet making skills. This can be seen from the comparison of students' scores before being given action, namely IS got a score (50%) and AI (46%). After being given action in cycle I, the capabilities of IS and AI increased with the same score (68%). Then the research continued in cycle II to maximize students' abilities with the final scores obtained by IS (90%) and AI (89%). So it can be concluded that the direct instruction model can improve the skills of deaf students in making balloon bouquets.

Keywords: *Deaf children, balloon bouquet making skills, direct instruction.*

Introduction

Deaf students have hearing impairments caused by damage to part or all of their hearing organs (Oktaferly & Nurhatuti, 2021). However, this is not an obstacle to developing yourself. There are various potentials that can be developed as provisions for living in the home, school and community environment for them. Skills learning is an effort to increase independence and gain new insights and experiences so that students become more creative and productive (Ginting & Zulmiyetri, 2018). For deaf children, learning skills is a means of self-development needed to work and live independently in the future.

Souvenir skills are skills in creating souvenir products for an event or used as souvenirs typical of a region (Nurnitasari in Ivana et al., 2020). Souvenir skills learning is given to deaf students because this learning is in accordance with the characteristics of deaf students who utilize their visual senses (Nofiaturrahmah, 2018). Deaf students can also develop creativity and innovation in creating various souvenir products tailored to the needs of today's society.

Researchers conducted a preliminary study at SLB Muhammadiyah Pauh IX Padang. Researchers observed skills activities in class XII SMALB Deaf. In this activity, students were seen making balloon bouquets. Based on the results of interviews with class teachers in September 2023 at SLB Muhammadiyah Pauh IX Padang, in that class there were two Deaf students with the initials IS and AI. Formative assessment data on skills learning obtained from teachers has not shown significant progress with scores that have not yet reached the KKM.

Researchers observed the teacher's learning process in September 2023. In the learning process the teacher used demonstration and lecture methods where in implementation the teacher immediately put into practice without first introducing the product to be made, what its practical and economic benefits were and did not introduce the tools and materials used. This has an impact on students' decreased enthusiasm in making a product of marketable value, because they do not understand in detail the benefits of this learning.

Bouquets are a craft that is always in demand by the public. Balloon bouquets are used as gifts for graduation events or as accessories at births and parties. The function of a balloon bouquet is the same as a flower bouquet in general, but balloon bouquets are selling well and are in great demand because their unique shape is unlike flower bouquets in general with a cheaper price of around Rp. 20,000-, up to Rp. 50,000-, according to the size and shape of the bouquet.

The researcher then assessed the students' initial ability in making balloon bouquets, the IS assessment obtained a final result with a percentage of 50% with a score of 38 out of a maximum score of 75. The criteria for IS ability were classified as poor. Then an initial ability assessment was also carried out on AI with a final score of 35 out of a maximum score of 75, the percentage of ability obtained was 46% with ability criteria which were also classified as poor if based on success criteria according to (Arikunto, 2018).

One learning model that can be applied to learning the souvenir skill of making balloon bouquets is the direct instruction model. According to Burden and Byrd, direct instruction is a learning approach that teachers can use in the classroom by presenting simple arrangements and steps in sequence (Zahriani, 2014). Model*direct instruction* This is also called the direct learning model, meaning that learning is delivered directly by the teacher to the students. This learning model can accommodate deaf students in learning the skill of making balloon bouquets, because there is a match between this learning model and the learning characteristics of deaf students, namely real/direct and procedural.

Method

This research uses a type of classroom action research.). According to Kemmis (in Zainal, 2018) classroom action research is a form of research carried out to reflect on practices and situations in the learning process presented by the teacher. Zulmiyetri (2017) defines classroom action research as an effort to increase professionalism and improve critical thinking skills in teachers. Zainal (2018) explains that the aim of classroom action research is to solve problems in the classroom and through actions taken by the teacher. From the explanation above, it can be concluded that classroom action research is research carried out to improve the quality of learning in the classroom which can be carried out by teachers or collaboration between teachers and researchers.

The research approach used in this research is a qualitative and quantitative approach. Qualitative data is in the form of a narrative which contains information regarding the description of the process of learning the skill of making balloon bouquets through a direct instruction. Meanwhile, quantitative data contains information in graphic form, which

explains the improvement in learning outcomes of deaf students in making balloon bouquets through direct instruction models. The independent variable (X) in this research is the direct instruction model. Meanwhile, the dependent variable (Y) is the skill of making balloon bouquets.

The research subjects were two deaf students in class XII SMALB and IX SMPLB at SLB Muhammadiyah Pauh IX Padang with the initials IS and AI. The first subject IS had a hearing threshold of 90dB and was able to communicate orally and sign. The results of the initial ability assessment to make balloon bouquets received a percentage of 50% with a score of 38 out of a maximum score of 75. Based on the success criteria according to Arikunto (2018), the subject's ability was said to be lacking. The second subject had a hearing threshold of 113 dB in the right ear and 92 dB in the left ear. The communication characteristics take a little longer to understand oral communication. The initial ability assessment made the balloon bouquet get a final score of 35 out of a maximum score of 75, the percentage of ability obtained was 45% with the ability criteria also being classified as poor.
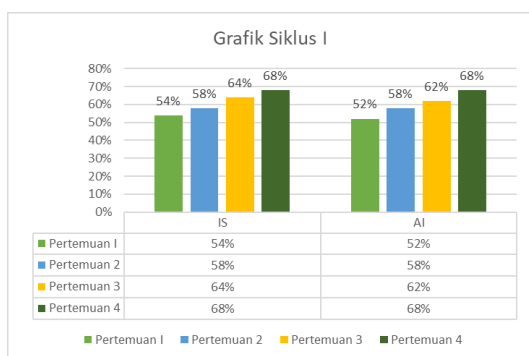
This research uses two cycles, each cycle has four stages consisting of planning, implementing actions, observing and reflecting. If in cycle one the results are not optimal, it will be continued in cycle two. The data collection techniques used consist of observation, tests and documentation. The time allocation for each meeting is 2 x 35 minutes. This research was carried out in collaboration with the class teacher. In its implementation, the class teacher acts as the executor of learning activities and the researcher acts as an observer.

Results and Discussion

In cycle I, the researcher provided research actions in learning the skill of making balloon bouquets through a direct instruction model. Based on data obtained from four meetings (29, 30, 31 January and

2 February) in cycle I, students' abilities in making balloon bouquets had improved from their initial abilities but were not yet maximal. Based on the data obtained in cycle I, students' abilities increased but had not yet reached the criteria for achieving learning objectives, namely 70.

Researchers and teachers as collaborators then continued the action to cycle II with the aim of maximizing students' abilities in making balloon bouquets through the direct instruction model. Details of the assessment at each cycle I meeting can be seen in the graph below:

Table 1. Comparison of Student Scores in Cycles I and II

Nama Siswa	Siklus I		Siklus II	
	Skor %	Karakteristik Kemampuan	Skor %	Karakteristik Kemampuan
IS	68%	Baik	90%	Sangat baik
AI	68%	Baik	89%	Sangat baik

The table above shows that IS students obtained a score of 90% and AI students obtained a score of 89% in cycle II with very good ability characteristics. Based on the research results in cycle II, it is clear that students' ability to make balloons has increased when compared with the scores obtained in cycle I. The results of each friendship in cycle II can be detailed in the following graph:
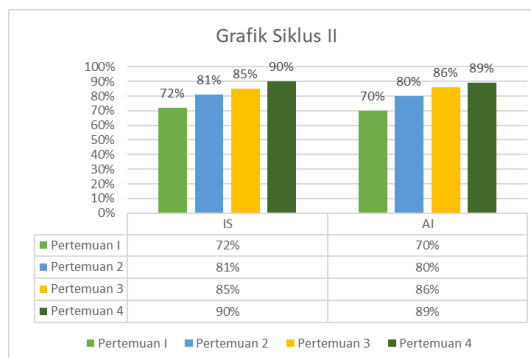

Graphics 1. Graphics Cycle I

In cycle II, learning was carried out using the same material, namely making balloon bouquets. In this cycle, learning is focused on independent practice with students directly practicing the steps for the activity of making a balloon bouquet without any demonstration carried out first by the teacher as in cycle I. The teacher's role is to direct students to carry out activities independently and observe students' abilities during the activity process. learning takes place. Deaf students practice step by step making a balloon bouquet, starting from the stage of preparing tools and materials to the stage of arranging the bouquet that has been formed.

Based on the results of the actions given in cycle II, it can be seen that students' abilities have increased compared to the scores in cycle I. In the table below you can see the comparison of students' abilities in cycle I and cycle II.

Graph 2. Cycle Graph 2

After carrying out two cycles of research, the ability of deaf students in learning the skill of making balloon bouquets has increased significantly compared to the percentage of students' initial ability scores. IS students had an initial ability of making a balloon bouquet of 50%, at the end of cycle II the students' ability increased to 90%. Likewise, AI students had initial abilities of 46% and at the end of cycle II their abilities increased to 89% with very good ability criteria for both students.

Thus, it can be interpreted that the researcher's aim to improve skills in making balloon bouquets through the direct instruction model can be improved and has shown satisfactory results.

Conclusion

Based on the analysis of the data obtained, it can be concluded that the direct instruction model can improve the skills of making balloon bouquets in deaf students. This skill improvement can be seen from the score obtained for each cycle. In terms of initial ability, the score obtained by IS students was 50% and AI 46%, which is still in the poor category. In cycle I, IS and AI obtained the same score, namely 68% in the good category. Then in cycle II IS obtained a score of 90% and AI obtained a score of 89% in the very good category. Therefore, it can be concluded that students' ability to make balloon bouquets has increased.

It is hoped that the results of this research can be used as a guide and can also use this direct instruction model to improve students' abilities in learning other skills.

Bibliography

Dona, P., & Iswari, M. (2018).*Direct Instruction Model to Improve Skills in Making Layer Cakes with Various Fillings for Deaf Children*. *6*, 165–171.

Ginting & Cruelty. (2018).*Effectiveness of the Demonstration Method in Improving Smoothies Making Skills for Deaf Children*. *6*, 37–42.

Nofiaturrahmah. (2018). *Problems of Deaf Children and How to Overcome It*. *6*, 1–15.

Oktaferly, Y. (2021). *Explicit Instruction Model in Learning Skills to Make Giftboxes from Used Cardboard*. *9*, 80–88.

Zahriani, O., & Si, S. (2014).*Contextualization of Direct Instruction in Science Learning*. *1*(1).

Zainal. (2018).*Classroom Action Research Theory and Applications:* (PTK) : Deepublish

Author Profile

Azzahra Firdausi Salma. Full River, November 9, 2002 ; Special Education, Faculty of Education, Padang State University.