



## Improving Skills in Making Plastic Canvas Bags Through the Direct Instruction Learning Model for Deaf Children

Deska Dwi Rahma Anggraini<sup>1</sup>, Zulmiyetri<sup>2</sup>, Mega Iswari<sup>3</sup>, Asep Ahmad  
Sopandi<sup>4</sup>, Riza Elita<sup>5</sup>

<sup>1234</sup> Padang State University

<sup>5</sup>SLB Negeri 1 Lubuk Basung

\*E-mail: [deskadwi2002@gmail.com](mailto:deskadwi2002@gmail.com)

Receive: 01/01/2024

Accepted: 01/02/2024

Published: 11/03/2024

### Abstrak

Penelitian ini membahas tentang permasalahan siswa tunarungu yang mengalami kesulitan dalam keterampilan membuat tas kanvas plastik. Penelitian ini bertujuan untuk mengetahui proses meningkatkan keterampilan membuat tas kanvas plastik bagi siswa melalui model pembelajaran direct instruction. Jenis penelitian yaitu penelitian tindakan kelas di kelas VIII SLB Negeri 1 Lubuk Basung dengan pendekatan kualitatif dan kuantitatif. Prosedur penelitian terdiri dari perencanaan, tindakan, observasi, dan refleksi yang dilakukan selama dua siklus dengan teknik pengumpulan data yang berupa observasi, dokumentasi, dan tes. Hasil yang didapatkan yaitu kemampuan siswa tunarungu kelas VIII SLB Negeri 1 Lubuk Basung dalam membuat tas plastik kanvas dapat ditingkatkan melalui model pembelajaran direct instruction.

**Kata Kunci:** keterampilan membuat tas kanvas plastik, model pembelajaran direct instruction, tunarungu.

### Abstract

*This research discusses the problems of deaf students who experience difficulties in the skills of making plastic canvas bags. This research aims to determine the process of improving students' skills in making plastic canvas bags through a direct instruction learning model. The type of research is classroom action research in class VIII SLB Negeri 1 Lubuk Basung with a qualitative and quantitative approach. The research procedure consists of planning, action, observation and reflection carried out over two cycles using data collection techniques in the form of observation, documentation and tests. The results obtained are that the ability of deaf students in class VIII SLB Negeri 1 Lubuk Basung in making plastic canvas bags can be improved through the direct instruction learning model.*

**Keywords:** skills in making plastic canvas bags, direct instruction learning model, deaf.

## Introduction

A person is said to be deaf if he has difficulty hearing sounds because the words deaf and deaf mean respectively lacking and hearing. So a deaf person is someone who has difficulty hearing sounds (Fitri et al., 2023).

One of the lessons that can be taught to deaf students is learning life skills. Life skills provide students with direct opportunities for various experiences that can benefit their lives. Skills relate to life skills or fundamental skills. A person needs various kinds of life skills to be able to face problems so that they can live prosperously, safely and happily in society. (Iswari, 2007).

One type of life skill is fashion skills, one of which is learning about the process of making bags. A bag is a container used to make it easier to carry things. Bags have various types, shapes and materials. One of them is a plastic canvas bag which is a handmade bag made from plastic canvas and wool thread. Plastic canvas bags are suitable for people who have high creativity because the entire manufacturing process, from selecting materials to designing, depends on the maker (Yana et al., 2022).

Based on observations made by researchers in the process of learning the skill of making plastic canvas bags in class VIII, which consists of three profoundly deaf students with the initials FM, MRM, and A. Researchers observed that students had been taught how to make canvas bags using the question and answer method and were assisted by with learning videos obtained from YouTube.

In the learning process, the teacher first writes down what tools and materials are used to make plastic canvas bags. After that, the teacher presents a video tutorial and directs students to immediately try the steps for making a plastic canvas bag based on the video. This causes students to have difficulty understanding the steps in making plastic canvas bags because the video selection is not appropriate. When students have difficulty understanding these steps, students will ask the teacher and this causes

frequent misunderstandings between teachers and students because deaf students have difficulty communicating. As a result, the time required to complete a plastic canvas bag is very long because students often do not understand what to do.

The results of the initial test of students' ability to make plastic canvas bags that the researchers conducted showed unsatisfactory results, where FM showed a score of 48%, MRM 51%, and A 52%, where the students' skills in making plastic canvas bags ranged from a low level so that students had not able to achieve a minimum completion criteria score of 70.

To improve the skills of making plastic canvas bags among deaf students, researchers looked for a solution in the form of choosing a direct instruction learning model. This learning model is a learning model that can be an option that can be applied to the educational experience process. The immediate learning model intends to assist understudies with procuring essential abilities and information which are made sense of bit by bit (Utari et al., 2020).

## Method

The type of research carried out in this research is classroom action research or classroom action research. Classroom action research (PTK) is one of the efforts that can be made to improve or build the nature of learning (Fitria et al., 2022).

The research was completed at SLB Negeri 1 Lubuk Basung on Hard of hearing understudies in class VIII. This exploration was directed in two cycles with four gatherings in each cycle. This examination looks at how to further develop abilities in making plastic material sacks through an immediate guidance learning model for hard of hearing youngsters. The examination subjects were three hard of hearing understudies in class VIII. Teachers serve as agents of change, while researchers serve as observers.

The implementation of this action research is based on opinion (Yuliawati et al., 2019) where the implementation of this research was carried out in the stages of planning, action, observation and reflection. Meanwhile, the data collection techniques chosen in this research are observation, tests and documentation which will be analyzed using qualitative and quantitative approaches.

### Results and Discussion

This research was carried out in class VIII SLB Negeri 1 Lubuk Basung with the subject being students with severe hearing impairment. One cycle was carried out in four meetings and this research consisted of two research cycles. The initial abilities of three deaf students in making plastic canvas bags before being given action were still low. The students' initial ability test results obtained were FM showing a score of 48%, MRM 51%, and A 52%. The results of students' initial abilities can be seen in the following graph:

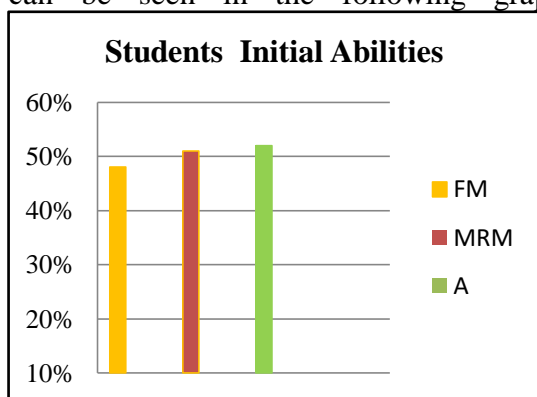


Figure 1. Initial Capability Graph

The ability of students to make plastic canvas bags based on the graph above is still relatively low, so in order to improve the skills of making plastic canvas bags among deaf students, researchers collaborate with teachers to try to find solutions to the problems experienced by these deaf students. The solution that can be given is to use the direct instruction learning model.

The implementation of cycle I begins with planning. In this case the

researcher together with the teacher did create observation instruments, determine the tools and materials that will be used in carrying out actions, and create an assessment format. After designing the plan, the researchers and teachers then took action in cycle I, where this cycle was carried out in four meetings with the following results.

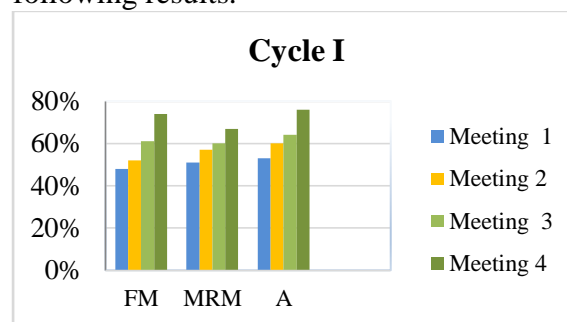
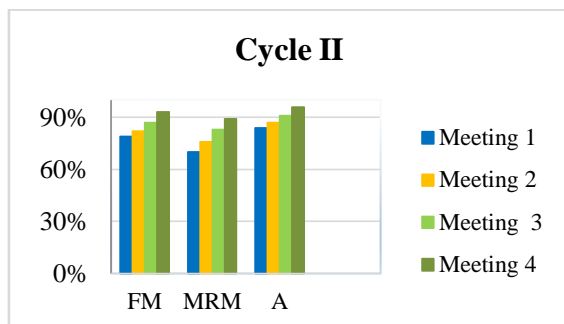


Figure 2. Graph of Recapitulation of Skill Values for Making Plastic Canvas Bags Cycle I

Based on the percentage of cycle I, it can be seen that students' ability to make plastic canvas bags through the direct instruction learning model has increased. FM students scored 48%, 52%, 61% and 74%. Then MRM students got scores of 51%, 57%, 60% and 67%, while A students got scores of 53%, 60%, 64% and 76%. In light of the outcomes got, despite the fact that there was an increment, just two out of three understudies had the option to surpass the KKM score. Seeing this, the specialist and educator chose to proceed to the following cycle.

In the second cycle there is a slight difference in that the teacher will provide more guidance to students so that students are able to achieve satisfactory grades. Teachers and researchers will also condition the classroom so that there are no distractions from outside the room that will disturb students' concentration while studying. And the teacher will give more praise and rewards so that students are more enthusiastic about learning to make plastic canvas bags. In the second cycle, the following results were obtained.



**Figure 3.** Graph of Recapitulation of Skill Values for Making Plastic Canvas Bags Cycle II

Based on the percentage charts that have been presented, it can be understood that in cycle II with four meetings, FM received scores of 79%, 82%, 87% and 93%. Then MRM students got scores of 70%, 76%, 83% and 89%. Student A got scores of 84%, 87%, 91% and 96%. From these results it can be seen that students' ability to make plastic canvas bags through the direct instruction learning model has increased. Improving actions in two cycles was proven to be able to improve the skills of making plastic canvas bags in deaf students. In cycle II, all students had obtained scores that exceeded the KKM score, therefore researchers and teachers agreed to stop actions in cycle II.

### Conclusion

Based on the results of this research, the conclusion of this research is that there is an increase in students' ability to make plastic canvas bags after using the direct instruction learning model. This can be seen from the results of students' ability tests in cycles I and II which show an increase in students' ability to make plastic canvas bags.

### References

- [1] Fitri, N., Gustianah, A., Palupi, S. R., Noviani, S., & Asvio, N. (2023).

- Sosialisasi Dan Penyuluhan Anak Tunarungu di Desa Air Latak.* 09(September), 31–41.
- [2] Fitria, H., Kristiawan, M., & Rahmat, N. (2022). Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas. *Prima : Portal Riset Dan Inovasi Pengabdian Masyarakat*, 1(3), 65–74. <https://doi.org/10.55047/prima.v1i3.214>
- [3] Iswari, M. (2007). Pendidikan Kecakapan Hidup Bagi Anak Berkebutuhan Khusus. *Working Paper. FIP UNP, Padang.* <http://repository.unp.ac.id/id/eprint/1019>
- [4] Utari, F. R., Marlina, & Kasiyati. (2020). Pengaruh Model Pembelajaran Direct Instruction Terhadap Keterampilan Tata Boga Anak Tunarungu. *Jurnal Pendidikan Kebutuhan Khusus*, 4(1), 21. <https://doi.org/10.24036/jpkk.v4i1.108>
- [5] Yana, T. D., Kulsum, U., & Ningsih, D. S. (2022). *Kerajinan Tangan Untuk Tas Kece Dari Plastik Kanvas, Pita Organza Dan Benang Woll.*
- [6] Yuliawati, F., Suprihatiningrum, J., & Rokhimawan, M. A. (2019). *Penelitian Tindakan Kelas Untuk Tenaga Pendidik Profesional.*

### Author Profile

**Deska Dwi Rahma Anggraini.** The author is a student at Padang State University who was born on December 12, 2001. The author studied at SD Negeri 5 South Bengkulu, SMP Negeri 2 South Bengkulu, and SMA Negeri 1 Bengkulu Selatan.