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Improving Vocational Skills in Making Wall Decorations from Ice Cream Sticks Through Explicit Instruction Models for Children with Mild Mental Disabilities

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Abstract: This research is based on the problems found in class VIII SLB WacanaAsih, in one practice room there are five students with mild mental retardation and there are two students who are not yet skilled in the skills of making wall decorations from ice sticks. Previously, children had learned skills from ice sticks such as making a pencil case for auspidol but were unsuccessful in the process, therefore this research was conducted using ice sticks through the explicit instruction model, in this study it will be carried out with two cycles, each cycle consists of: planning, implementation of actions, observation and reflection. The data collection techniques used are observation, documentation, and performance tests. Based on the results obtained by students using two cycles, namely the Ga value in cycle I action is 88.7%, and in cycle II obtained a value of 91.9%, while Ge students obtained a value in cycle I of 64.5%, and in cycle II obtained a value of 82.3%, Gi students in cycle I action are 88.7%, and in cycle II obtained a value of 91.9%, Fa students in cycle I action are 88.7%, and in cycle II obtained a value of 91.9%, and Pu students in cycle I action are 74.2%, and in cycle II obtained a value of 85.5%. Based on the data above, the conclusion of the skill of making wall decorations from ice sticks has increased significantly through the explicit instruction model.

Keywords: Skills, Explicit Instruction Model, Mental Disabilities

INTRODUCTION

Education is one of the aspects of development that must be developed, through this education it is hoped that the Indonesian nation will be able to catch up in all fields, so that it is the same as other advanced nations, by doing things that can perfect the learning process, facilities, infrastructure, and also components related to education, to form Indonesian citizens with character, that is the government's effort to improve the quality of education.

Skills education is an optional program given to students that is directed towards mastering one or more types of skills that can be a provision for life in society (hendra jaya 2017). Life skills are needed by every individual for their survival. These life skills do not appear by themselves but require stimulation from vision that is developed through learning. Skills learning is a mandatory subject given to students. Because skills learning is a way given by educators to

students to instill vocational skills, through skills learning it is hoped that children can achieve life skills that are in accordance with their own needs and also their environment. Skills learning must be given to all children, including children with special needs, including mentally retarded children.

Children with mental retardation/mental retardation are developmental delays that begin in childhood, which are characterized by below normal intelligence/cognitive abilities and there are obstacles in social adaptive behavior (Soetjiningsih and Ranuh 2017). In general, children with mild mental retardation do not have physical disorders. Physically, they are like normal children in general. Therefore, it is a little difficult to physically distinguish between children with mild mental retardation and normal children. Children with mental retardation are also unique individuals who actually still have potential, therefore educational services are provided to try to develop the potential possessed by children optimally. Obstacles experienced in following lessons are caused by low abstract thinking skills because the intelligence level of children with mental retardation is low or below the average of normal children in general.

Based on the results of interviews with class teachers conducted by the author on March 2-3, 2020 at Wacana Asih Padang School, precisely in class VIII of junior high school, according to the teacher's explanation, there were two mentally retarded students who had skill scores below the KKM, with a total of 5 students, three of whom were above the KKM. Not only the results of the interview, the researcher was interested in conducting an evaluation of skills learning for students first in order to find out more precisely how many students had low skill scores, and after the evaluation, the results were obtained that there were two students who had KKM scores for their skills learning below average, where when the researcher conducted an evaluation and observation of the two children who were identified earlier, they tended not to pay attention to the teacher when the teacher explained the steps for learning to make wall decorations from ice sticks, and the teacher did not burden students to make wall decorations, for those who could, they were required to make wall decorations, for those who could not, sometimes they wandered around to other classes.

Based on the problems above, researchers are interested in improving learning through classroom action research or PTK, in making wall decorations from ice sticks using the explicit instruction model and so that students are enthusiastic in making skills. The reason the author made wall decorations from ice sticks is that researchers want to make new innovations to teachers and students in the class and also according to researchers making wall decorations from ice sticks is more effective for mentally retarded children, because the tools and materials are relatively easy to find, and the learning process is relatively practical and simple, and moreover the selling value for wall decorations from ice sticks is higher.

Based on the problems in the field, a learning method is needed to improve the skills of making wall decorations from ice sticks in children with mild mental retardation. One of the appropriate learning methods to help students with mild mental retardation overcome their difficulties is the explicit instruction model method.

METHOD

This type of research uses the classroom action research (PTK) type, according to Dantes (2012) classroom action research is a need that is indeed needed at that time to be studied, what is needed is direct handling by various parties responsible for the situation. In this study, the method used by the researcher is an explicit instruction model, an explicit instruction model is an approach or learning model designed to develop student learning about procedural knowledge and declarative knowledge so that students can understand and really know the knowledge thoroughly and actively in a learning with a step-by-step pattern. Subjects. which. are. made in the study. are. parties. who. will. be. used. as. samples. in. the. research. So. the. subjects. of. research. in. this. research. are. class. teachers. and. Students. with. mild. mental. disabilities. who. are. in. Class. VIII. SLB. Wacana Asih Padang.

RESULTS AND DISCUSSION

The initial condition of a child's ability is the ability that has been obtained by the student before he/she obtains a certain ability. The initial ability possessed by the child can show the status of the child's knowledge. Where the child's current skill ability is something to move towards the status that the teacher wants to achieve. Where the initial condition or initial ability is something that the child has before being given treatment and action so that it is purely the ability possessed by the child.

The initial ability values of mildly mentally retarded children in class VIII can be seen in the diagram below:

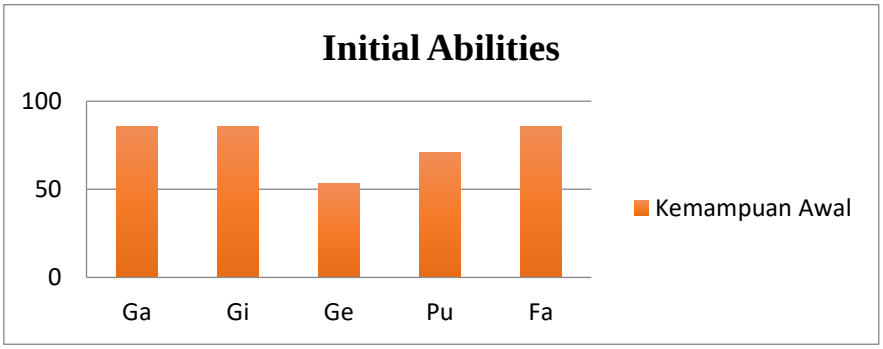


Figure 1. Results of Children's Initial Ability Test

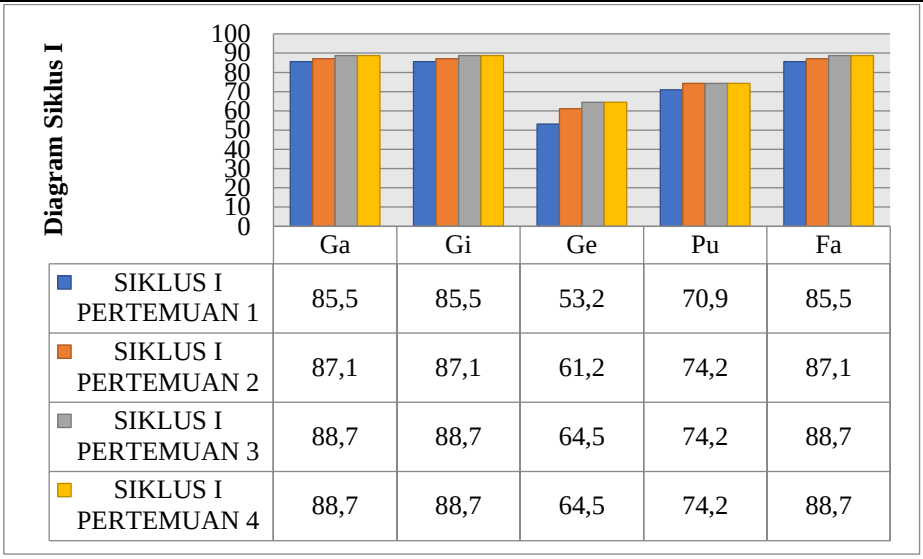
Based on the graph above, it can be interpreted that the initial abilities possessed by mentally retarded children in grade VIII with the initials Ga, Gi, Ge, Pu, Fa are Ga getting a score of 85.5%, Gi 85.5%, Ge 53.2%, Pu 70.9%, Fa 85.5%.

From these results, Ge and Pu students still have difficulty in making skills from stickers. To overcome these problems, researchers try to improve wall decoration skills using the explicit instruction learning model by providing actions in the form of cycle I. In cycle I, four face-to-face meetings were held where researchers and class teachers became collaborators, researchers as implementers of actions and class teachers as observers.

Table 1. Scores obtained for making wall decorations in cycle I

No	Day/date	Observation	Percentage				
			Ga	Gi	Ge	Pu	Fa
1.	Monday 12/10/2020	1	85,5%	85,5%	53,2%	70,9%	85,5%
2.	Tuesday 13/10/2020	2	87,1%	87,1%	61,2%	74,2%	87,1%
3.	Monday 19/10/2020	3	88,7%	88,7%	64,5%	74,2%	88,7%
4.	Tuesday 20/10/2020	4	88,7%	88,7%	64,5%	74,2%	88,7%

From the results of the data obtained, it is known that the values owned by students have increased significantly. Although students need guidance on the steps of making wall decorations. Below are the results of the recapitulation of the acquisition of student ability values in cycle I:



	Ga	Gi	Ge	Pu	Fa
SIKLUS I PERTEMUAN 1	85,5	85,5	53,2	70,9	85,5
SIKLUS I PERTEMUAN 2	87,1	87,1	61,2	74,2	87,1
SIKLUS I PERTEMUAN 3	88,7	88,7	64,5	74,2	88,7
SIKLUS I PERTEMUAN 4	88,7	88,7	64,5	74,2	88,7

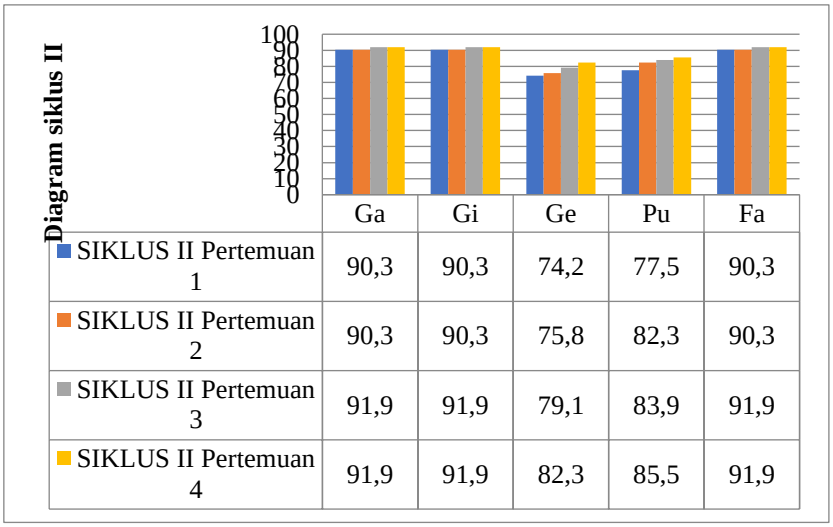
Figure 2. Summary Graph of Children's Ability Results in Cycle I

The researcher and collaborators concluded to continue this research in cycle II, because after being given the action, students can achieve the goal, namely being able to carry out activities to make wall decorations from ice cream sticks.

Table 2. Scores obtained for making wall decorations in cycle II

No	Hari/tanggal	Pengamatan	Persentase				
			Ga	Gi	Ge	Pu	Fa
1.	Kamis 22/10/2020	1	90,3%	90,3%	74,2%	77,5%	90,3%
2.	Jumat23/10/2020	2	90,3%	90,3%	75,8%	82,3%	90,3%
3.	Senin26/10/2020	3	91,9%	91,9%	79,1%	83,9%	91,9%
4.	Selasa27/10/2020	4	91,9%	91,9%	82,3%	85,5%	91,9%

In cycle II, the researcher provides learning which is a continuation of cycle I, where the learning provided is focused on learning that has not been mastered by children in cycle I in making wall decorations from ice sticks through the explicit instruction model. In providing actions in cycle II, four meetings were carried out. The results of cycle II can be seen in the graph below:



	Ga	Gi	Ge	Pu	Fa
SIKLUS II Pertemuan 1	90,3	90,3	74,2	77,5	90,3
SIKLUS II Pertemuan 2	90,3	90,3	75,8	82,3	90,3
SIKLUS II Pertemuan 3	91,9	91,9	79,1	83,9	91,9
SIKLUS II Pertemuan 4	91,9	91,9	82,3	85,5	91,9

Figure 3. Summary Graph of Children's Ability Results in Cycle II

From the data results above, it can be seen that the values owned by the children have increased significantly. It can be concluded that in cycle I and cycle II, it was found that students could be said to be able to master well independently in making wall decorations from ice sticks. Where in general students in the steps of making wall decorations can be said to be very good, so the action was stopped in this cycle II.

Discussion

The discussion of the results of this study was obtained from the results of the research answers about: How is the process of improving the skills of making wall decorations from ice sticks for children with mild mental retardation at SLB WacanaAsih Padang? And can the explicit instruction model improve skills in making wall decorations from ice sticks for children with mild mental retardation in class VIII at SLB WacanaAsih Padang?

The following is a discussion of the results of the study: The Process of Improving Skills in making wall decorations from ice sticks through the explicit instruction model for children with mental retardation in class VIII at SLB Wacana Asih Padang.

Based on the description of the results of the research implementation, it was found that the results of the learning process in improving the skills of making wall decorations from ice sticks through the explicit instruction model for children with mild mental retardation in class VIII at SLB Wacana Asih Padang went according to plan and went well. Where this can be seen from the establishment of good communication between researchers, children and collaborators in relation to the material being taught. Where it can be seen that skills for children with special needs are a potential that must be developed according to the abilities of each child they have.

The results obtained on improving the skills of making wall decorations from ice sticks through the explicit instruction model in the implementation of cycle I and cycle II can be described as follows: of the 31 items tested on children, almost all of these items can be done by children. Where it can be seen from the results of the child's abilities, namely in the initial condition the child got a score of Ga85.5%, Gi 85.5%, Ge 53.2%, Pu 70.9% and Fa 85.5%. After taking action in cycle I, the child received a Gi score of 85.5%, 87.1%, 88.7%, 88.7%, a Ga score of 85.5%, 87.1%, 88.7%, 88.7%, a Fa score of 85.5%, 87.1%, 88.7%, 88.7%, Pu 70.9%, 74.2%, 74.2%, 74. 2% and Ge 53.2%, 61.2%, 64.5%, 64.5% and in the second cycle of action the child received scores namely Ga 85.5%, Gi 85.5%, Ge 53.2%, Pu 70.9% and Fa 85.5%. After the action was carried out in cycle I, the children got scores of Gi90.3%, 90.3%, 91.9%, 91.9%, Ga90.3%, 90.3%, 91.9%, 91.9%, Fa90.3%, 90.3%, 91.9%, 91.9%, Pu 77.5%, 82.3%, 83.9%, 85.5% and Ge 74.2%, 75.8%, 79.1%, 85.5%. From the results described above, it can be concluded that the explicit instruction learning model provides satisfactory values and can improve children's skills in making wall decorations from ice sticks.

CONCLUSION

Improving learning outcomes of skills in making wall decorations from ice sticks was carried out in class VIII SLB Wacana Asih Padang. This research was conducted in two cycles. Cycle I and Cycle II were each conducted four times. Based on the results of data analysis in classroom action research on improving skills in making wall decorations from ice sticks through the explicit instruction model for mildly mentally retarded children in class VIII, it can be concluded as follows:

1) The learning process of skills in making wall decorations from ice sticks for mildly mentally retarded children in class VIII was carried out through the explicit instruction model. The learning process was carried out in accordance with the steps of the explicit instruction model in making wall decorations from ice sticks for mildly mentally retarded children.

2) The learning outcomes of children with mild mental retardation about making wall decorations from ice sticks through the learning model after providing cycle I and cycle II actions on improving skills in making wall decorations from ice sticks can be described as follows:

The results obtained about improving skills in making wall decorations from ice sticks through the explicit instruction model in the implementation of cycle I and cycle II can be described as follows: of the 31 items tested on children, almost all of these items can be done by children. Where it can be seen from the results of the child's abilities, namely in the initial condition the child got a score of Ga 85.5%, Gi 85.5%, Ge 53.2%, Pu 70.9% and Fa 85.5%. After the action was carried out in cycle I, the child got Gi scores of 85.5%, 87.1%, 88.7%, 88.7%, Ga scores of 85.5%, 87.1%, 88.7%, 88.7%, Fa scores of 85.5%, 87.1%, 88.7%, 88.7%, Pu 70.9%, 74.2%, 74.2%, 74.2% and Ge 53.2%, 61.2%, 64.5%, 64.5% and in cycle II the child got scores of Ga85.5%, Gi 85.5%, Ge 53.2%, Pu 70.9% and Fa 85.5%. After the action was carried out in cycle I, the child got a score of Gi90.3%, 90.3%, 91.9%, 91.9%, Ga90.3%, 90.3%, 91.9%, 91.9%, Fa90.3%, 90.3%, 91.9%, 91.9%, Pu 77.5%, 82.3%, 83.9%, 85.5% and Ge 74.2%, 75.8%, 79.1%, 85.5%. From the results described above, it can be concluded that the explicit instruction learning model provides satisfactory values and can improve children's skills in making wall decorations from ice sticks.

Based on the action research conducted by the researcher, the researcher provides the following suggestions: For teachers, it can be a reference and increase insight because learning skills using explicit models can improve skills in making wall decorations from ice sticks, and using interesting and varied media according to the characteristics of children so that learning in the classroom can run conducively. For further researchers, they can use other methods and media that are more creative and innovative in the learning process, especially in improving skills in making wall decorations from ice sticks.

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