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Effectiveness of Video Tutorial Media in Improving Skills in Making Catfish Nuggets for Deaf Children

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Abstract: This study discusses the skills of making catfish nuggets for deaf children. The type of research method is experimental. The purpose of this experimental research method is to prove that the use of video tutorial media is effective in developing skills in making catfish nuggets for deaf children. The type of research used is an experimental method in the form of pre-experimental with one group pretest-posttest design. The subjects of this study were 5 deaf children at SLB N 2 Padang. This experiment was formed from various levels, namely the first stage (pretest) to see the condition of the child's initial ability in making catfish nuggets, the second stage was given (treatment) using video tutorial media, the next third stage was a final ability test to see how far the influence of the actions that had been given (post-test). Data processing using the Wilcoxon Rank Tast test. The average pretest result was 44.40, then the post-test result changed to 81.60. The rank taste value was obtained between the initial ability test and the final ability test 2.032 with Asymp. Sig (2-tailed) 0.042. The probability value obtained from the analysis test is compared with the established probability of $\alpha = 0.05$. The alternative hypothesis is accepted because the probability < of the established probability of $0.042 < 0.05$. So it is proven that the use of video tutorial media is effective in improving the skills of making catfish nuggets for deaf children.

Keywords: Video Tutorial Media, Catfish Nuggets, Hearing Impaired

INTRODUCTION

Skills will basically be better if they are continuously trained and honed to improve their abilities so that they can master one of the existing skill areas. Skills are also often referred to as life skills, where students must have the ability to use their minds and creativity to face and solve problems in everyday life, as well as in learning skills students must have life skills to do something valuable and useful (Putri and Iswari 2018). Skills learning provided by teachers to students through guidance or providing learning opportunities for students so that they are competent, skilled and able to create useful work. Through skills learning taught in schools, it is hoped that students can develop their abilities. Students are not only equipped with knowledge or in the academic field, but as teachers must be more active and creative, they must equip their students by providing skills learning, including extraordinary children. Exceptional children are children who have characteristics or uniqueness that are different from children in

general and require special services. One of the extraordinary children is a child with hearing impairment (Sumekar, 2009).

Deaf children are children who have hearing impairments, either due to complete or partial loss of hearing ability or the hearing sensory organs are not functioning properly so that their speech is also hampered (Sumekar, 2009). Therefore, deaf children use sign language, body language and oral language to communicate. Physically, deaf children do not have symptoms of impairment, they can still carry out real activities.The limitations of deaf children do not make them far from the world of education. As teachers, we must provide the education needed for the lives of our students, such as skills learning, by providing skills learning, students are expected to be able to create productive skills. Productive skills are something that has a selling value or can be marketed and generates large or many profits (Sumekar, 2009). There are many productive skills, such as crafts, culinary arts, fashion and make-up. Culinary arts itself is a form of handicraft made by hand in processing or making food.

Skills learning in schools for deaf children is usually included in culinary arts learning. The skill learning process usually requires students to be creative in processing a product into a food, which is made by hand so that it produces a food product that has a high selling value. For that, it is clear that deaf children can be taught skills, one of which is culinary skills. Learning this skill emphasizes the efforts of students to be able to produce a valuable work/product. Based on the problems that researchers found at SLB Negeri 2 Padang in class IX/B, five students with hearing impairments were found consisting of 1 boy and four girls. Researchers observed the process of learning cooking culinary skills during self-development, and researchers also asked teachers about what skills had been taught to children. So it was found that deaf children had been taught several skills such as making sandwiches, making various fried foods, making brownies, decorating birthday cakes, from all the food results can be sold even the school also provides a catering canteen to sell the food that has been made by children, but here the skill of making catfish nuggets has never been taught.

Referring to the problems found, researchers are interested in teaching a new skill, namely making catfish nuggets, according to the teacher's opinion, the skill of making catfish nuggets has never been taught. Catfish is easy to get because the school environment cultivates catfish, in addition, catfish nugget ingredients are very easy to get and do not require a lot of capital. The tools used to make catfish nuggets are also easy to find because the school provides a catering room that provides facilities in the form of food making tools and easy and simple manufacturing methods to produce catfish nugget packaging products that have artistic value and high selling value.Researchers are interested in providing skills learning for deaf children using special learning media in the form of video tutorial media. Video tutorial media is a learning tool that is used to support student learning outcomes by presenting videos, showing and demonstrating to deaf children about techniques, understanding and learning tools that help in the form of a video shown by the teacher or other learning resources. The use of video tutorial media for learning skills is considered good because it can be used to teach catfish nugget making skills because video tutorial media shows and demonstrates activities directly. Video tutorial media can create a more varied, enjoyable learning atmosphere and motivate students to learn.

The researcher chose this video tutorial media because when compared to other methods, video tutorials are considered to be able to provide opportunities for students to be able to repeat learning so that the learning received by students can be understood and understood. Hopefully, by using video tutorials in the learning process, it can reduce understanding in words or sentences in understanding the material that will be delivered by the teacher because children can rely on their sense of sight so that they can improve learning outcomes as expected. Based on the problems above, the following problems can be formulated in implementing the research: "Is video tutorial media effective in improving catfish nugget making skills for deaf children in class IX / B at SLB Negeri 2 Padang?".

The objective to be achieved from this problem is to determine the effectiveness of using video tutorial media in improving catfish nugget making skills for deaf children in class IX / B SLB Negeri 2 Padang.

METHOD

The research method contains the type of research used, namely experimental research. This method is used to determine whether video tutorial media is effective in improving the skills of making catfish nuggets for deaf children in class IX / B at SLB Negeri 2 Padang.

This study uses an experimental design of the Pre-experimental design type. Pre-experimental design is often referred to as an experiment that is not real, sometimes referred to as a quasi-experimental design or pseudo-experiment (Putri & Iswari, 2018). Researchers use a form of pre-experimental design because children's behavior cannot be monitored comprehensively in the form of experiments. Researchers use a one group pre-test and post-test design type the research method contains the type of research used, namely experimental research. This method is used to determine whether video tutorial media is effective in improving the skills of making catfish nuggets for deaf children in class IX / B at SLB Negeri 2 Padang.

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The sample of this study was all deaf children in class IX / B SLB Negeri 2 Padang. The population in this study were deaf children in class IX / B. The research location was at SLB Negeri 2 Padang, West Sumatra Province. This school is located on Jalan Padang Sarai, Koto Tangah, Padang, West Sumatra Province.

This study was conducted in 6 meetings consisting of several stages, namely the first stage in the form of an initial ability test (pretest) to determine the number of scores obtained by students before being given treatment. The second stage is an intervention carried out in learning using video tutorial media. The third stage is a final ability test (post-test) to see how far the effects of the treatment or actions that have been given.

The technique used in collecting data in this study is a test. A test is a sequence of several questions, and other tools used to measure the abilities or talents, knowledge and skills possessed by individuals or groups (Arikunto, 2014). The test conducted in this study was in the form of a performance test, where researchers observed, recorded and saw the results of students' expertise in making nuggets from basic catfish ingredients according to predetermined criteria. Researchers used a data collection tool, namely a research instrument. The instrument used by researchers in the study was a performance test. The performance test can be used to determine the acquisition of skills carried out by students in the form of an assessment. The form of assessment in this skill, the researcher uses a 0-2 value scale with the following divisions: value 0 if the student cannot do it at all, value 1 if the student can do it with guidance or assistance from the teacher, value 2 if the student can do it themselves.. So the results of the treatment can be known more clearly, because the comparison will be seen from the results of the conditions before (treatment) and after (treatment).

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RESULTS AND DISCUSSION

The study was conducted at SLB N 2 Padang with five deaf children. The collection of evidence in this experiment used research instruments and the method of collecting evidence with action tests. The data that has been obtained in the skills of making catfish nuggets is processed using the appropriate data analysis technique, namely using the Wilcoxon Sign Rank Test formula.

The results of data collection on the skill of making lanterns from sewing thread can be seen in the table below:

Table 1. Initial Ability Test Results and Final Ability Test Results

No.	Subject	Initial Ability Test Score/ *Pretest* (X1)	Ability Test Score Akhir/ *Post-test* (X2)
1	AN	48	84
2	ME	66	98
3	ER	38	78
4	TR	36	76
5	DR	34	62
	Amount	**222**	**398**

From Table 1, the percentage of initial ability (pretest) and ability after treatment or (posttest) is defined for students.

1. Pretest Value Data

Table 2. Initial Ability Test Results (Pretest)

		N	Minimum	Maximum	Mean	Std. Deviation
Pre test		5	34	66	44,40	13,221
Valid (listwise)	**N**	5				

From table 2, it is known that students obtained the highest score from the pretest, the highest score was 66 and the lowest pretest score was 34. Meanwhile, the average score from the pretest results was 44.40.

2. Data Nilai *Posttest*

Table 3. Final Ability Test Results (Posttest)

	N	Minimum	Maximum	Mean	Std. Deviation
Pos Test	5	72	98	81,60	10,139
Valid N (listwise)	5				

From table 3, it can be seen that students obtained the highest posttest score, the highest score was 98 and the lowest posttest score was 72. Furthermore, the average posttest score was 81.60.

After getting the pretest and posttest scores, the next step is to determine the rank or ranking of the research subjects before being given treatment (X1) and after being given treatment (X2) to be analyzed using the Wilcoxon Sign Rank Test. In hypothesis testing, conditions are needed in the analysis of the data produced by comparing Asym p Sig. (2 tailed) with a significant level (α). The level of significance used in the analysis is 0.05 or 5% along with the hypothesis testing requirements.

Table 4. Hypothesis Testing Requirements

Hypothesis	Asymp. (2-tailed)	Sig.Tarafsignifikansi (a)	Kesimpulan
Ho : Video tutorial media is not effective for use in catfish nugget making skills	>0.05	0.05	Ho rejected
Ha : Video tutorial media is effectively used for catfish nugget making skills	<0.05	0.05	Ha accepted

To prove the hypothesis that the use of video tutorial media can be effective in the skills of making catfish nuggets, the Wilcoxon Sign Rank test analysis is used. The results of the analysis calculations are as follows:

Table 5. Rank Between Pretest-Posttest

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	5[b]	3,00	15,00
	Ties	0[c]		
	Total	5		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Table 6. Analysis test results

	Posttest-Pretest
Z	-2,032[b]
Asymp. Sig. (2-tailed)	,042

a. Wilcoxon Signed Ranks Test
b. Based on Negative Ranks

The comparison between the initial ability test and the final ability test from the Wilcoxon test shows that the resulting value or Zcount = -2.032 with probability or Asymp Sig (2-tailed) = 0.042. The probability value obtained from the analysis test can then be compared with the predetermined probability, namely α = 0.05, so that the probability is less than the probability set (0.042 <0.05).

So the probability value of Zcount from the Wilcoxon signed rank is smaller than the probability set at 5% (α = 0.05), and from the results of the data description it is described that the average pretest is 44.40 and posttest 81.60, so it can be said that video tutorial media is effective in improving catfish nugget making skills for deaf children at SLB Negeri 2 Padang. From the results of the statistical test research that has been analyzed using the SPSS 23 program, the results of the Wilcoxon test obtained a value of 0.042 which is smaller than <0.05, so it can be concluded that the hypothesis in this problem, namely proving that the use of video tutorial media is effective in improving the skills of making catfish nuggets for deaf children at SLB Negeri 2 Padang, can be accepted.

CONCLUSION

Based on the discussion of the results of this study, a description of the problem can be drawn, namely the use of video tutorial media is effective in improving the skills of making catfish nuggets for deaf students in class IX/B at SLB N 2 Padang. This is evident from the results of the calculation of data that has been processed using the Wilcoxon Sign Rank test where Zhitung = -2.032 and Asymp sig. (2-tailed) = 0.042, meaning Zhitung> Asymp sig. (2-tailed) thus Ho is rejected and Ha is accepted. So video tutorial media is effective in improving the skills of making catfish nuggets for deaf students in class IX/B at SLB N 2 Padang.

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