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Tutorial Video Media of How to Make Dolls from Socks for Students with Intelectual Disability

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Abstract: This research aims at improving students learning ability using video tutorial in making dolls using socks. Quasi-experiment design is conducted with pre-test and post-test, and data is analyzed using the Mann-Whitney test. The results of the research show that video tutorial is effective to improve the skills of intellectually disabled children in making dolls using socks
Keywords: Video tutorial media, dolls from socks, intellectually disabled children

INTRODUCTION

Skills will be better if they are continuously honed and trained to improve their abilities so that they will become experts or 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 reason 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 (Iswari, 2007).

Learning skills are given by teachers to students by providing guidance and providing various opportunities that can help students to learn so that students are capable, able, or able to create useful work (Haryeti, Sopandi, & Iswari, 2013). Through learning the skills taught in schools, it is hoped that students can develop their abilities. Students are not only equipped with knowledge but creative teachers are required to equip their students with learning skills, without exception students with mental retardation characteristics.

Mentally retarded students have intelligence levels below the average but still have good enough potential to be educated further, namely by optimizing the potential that mentally retarded students still have (Sumekar, 2009). As educators, they must provide the education needed for students' lives, such as learning skills. One of the students who can be educated further is a child with mild mental retardation characteristics.

Mild mentally retarded children, their abilities can be developed in the ability to read, write and count, and not only that, mild mentally retarded children can be given simple skills learning for their interests in the future (Humaira, Fatmawati, & Zulmiyetri, 2012). Students with these characteristics are usually fluent in speaking even though there is still a lack of understanding of the words, can get along in everyday environments, can live independently, and can still follow the learning process (Putri, Tarmansyah, & Fatmawati, 2013). Kosasih (2012) stated that the characteristics of mentally retarded students include: having limited movement, their emotions are explosive, easily angered when disturbed by others, stubborn, easily jealous and quick to despair, students are easily influenced, tend to like to do orders. other people, and a strong sex drive, this happens because they can not control these sex instincts.

Productive skills are things that have a price value or bring large or large profits. There are many productive skills such as crafts, catering, and make-up. The craft itself is in the form of handicrafts or hand skills made by hand. Skills learning in schools for mentally retarded students is usually included in the learning of Cultural Arts and Crafts (SBDP). The process of learning skills usually requires students to be creative in processing an object into a product, which is made by hand to produce an item that has a useful function value and a high selling value.

One of the skills that have a use function value and high selling value is making dolls. Dolls in Portuguese called Boneca are a type of toy that can take various forms, especially humans or animals, as well as fictional characters (Na'imah & Dwiyanti, 2017). Dolls made of socks are easy to get, as, in everyday human life, socks are a complement to clothing when going to school, they are also easy to make because they are simply sewn by hand, but if the socks are dirty and dirty, Surely the trash can becomes a new home for socks, it would be better if these socks were used into something useful, such as making dolls (Untasnia, 2011).

Making dolls from socks can be done through video tutorials. Video tutorial media is a tool or media that describes the steps to work on something related to learning. Video tutorials can be viewed or played repeatedly to help understanding the learning process. According to Baharuddin (2014) video tutorial is a recording that functions as a medium in learning and learning guidance that can be given to students.

Table 1. Rank Calculation

No	Name	O_1	O_2	R_1	R_2
1.	BP	42	83	6	1
2.	NA	34	76	7	2
3.	SRE	32	72	8	3
4.	AA	27	63	9	4
5.	AL	19	57	10	5
Total		**154**	**351**	**40**	**15**

Based on a preliminary study conducted by the researcher at the Special School (SLB) X Padang, the researcher found five students consisting of one girl and four boys with mild mental retardation characteristics. The method used by the teacher is a project work method, whose use gives students the freedom to think in doing something related to learning materials. So that the use of the project method makes students less interested in doing their assignments. Some of the skills that have been taught to mentally retarded students include sewing skills, making flowers, and making flower pots. But in learning to sew, the teacher only teaches students various techniques and students have not practiced.

Researchers made dolls from socks through video tutorials. Video tutorial is a technology that records, captures, and processes information in the form of videos containing learning material that will be delivered to students (Desrianti, Rahardja, & Mulyani, 2012). Video tutorials are also called live image recordings that can be used as communication tools or media in learning for students (Baharuddin, 2014). According to Sari & Siagian (2013), video tutorials can provide a more interesting learning and teaching atmosphere due to the attractive animation display, so that the learning process does not seem boring and is easily understood by students.

Sadiman (2011) said that video tutorial media has advantages that can provide benefits for students, such as 1) Things that are difficult for the teacher can be prepared and recorded beforehand so that during the learning process the teacher only focuses on students. 2) Recordings can be played back at any time by students so that in terms of the time it will be more efficient. 3) Attract students' attention for a long time so that they are not affected by external stimuli. 4) With the use of laptops, students can observe objects more closely. 5) Sound volume that can be adjusted and adjusted by looking at the situation and condition, so that all students can hear it. 6) By using a recording device, students can obtain important information. 7) Rungan does not need to be darkened when serving. and 8) Full control is in the hands of the teacher, the teacher can set where to stop the movement of the image.

The researcher chose the video tutorial media to test or prove the effectiveness of the video tutorial media on the skills of making dolls from socks for mentally retarded students. The author hopes that this research will provide benefits for teachers, such as helping teachers in teaching the skills of making dolls from socks for mentally retarded students through video tutorials, so that students can follow the ways of making dolls from socks.

METHOD

The method used is experimental. This method is used to determine whether the video tutorial media is effectively used in the skill of making dolls from socks for mentally retarded children in class VII SLB X Padang. This study uses a pre-experimental design. Pre-experimental design is often seen as an experiment that is not real, so it is often called a quasi-experiment or pretend experiment. The type of design used is one group pre-test and post-test. According to Suharsimi (2006), this type of research is observed twice, namely before being given the treatment it is called pre-test (O1) and after being given the treatment it is called post-test (O2), so that later the comparison will be seen before being given treatment with after being given treatment.

The research subjects were 5 students with mild mental retardation. The data collection technique used is an action test. The action test was conducted to see the students' abilities in the skills of making dolls from socks which can be proven through video tutorials as learning media and based on research instruments in the skills of making dolls from socks.

The skill assessment uses a value range of 0-2 with the following details: 0 if the student can't do it at all, 1 if the student can do it with help, and 2 if the student can do it correctly. While the data collection tool used is a research instrument. A research instrument is a tool that can assist in data collection activities, this aims to make research easier. An instrument is said to be valid if the instrument can prove what is desired, and can show the level of validity or validity of a data (Suharsimi, 2010). Furthermore, the last step is to process the analyzed data using the Mann-Whitney statistical test (Nazir, 2009).

FINDINGS AND DISCUSSION

Findings

The pretest and posttest values were obtained, determining the rank of each research subject, and will be analyzed using the Mann Whitney test, while the results can be seen in Table 1.

The data obtained were processed using the Mann Whitney test formula as proposed by Nazir (2009) with the formula:

$$U_1 = n_1.n_2 + \frac{n_2(n_2+1)}{2} - \sum R_2$$

$$U_2 = n_1.n_2 + \frac{n_1(n_1+1)}{2} - \sum R_1$$

U_1/U_2 = U test coefficient
n_1 =5
R_1 = 40
n_2 = 5
R_2 = 15

From the results that have been analyzed through the Mann Whitney test with n = 5 at a significant level of 95% and = 0.05, it is obtained that U_{tab} = 2 and the value of U_{count} = 25 which is taken based on the smallest arithmetic value because 0 has no value so that the results of data processing are obtained. $U_{count} > U_{tab}$, this shows Ha is accepted and H0 is rejected. So it can be concluded that the video tutorial media is effective in making dolls from socks for children at SLB X Padang.

Discussion

The data shows that children have quite good abilities in skills, one of which is sewing skills, but in the sewing learning process, the teacher only teaches children various hand sewing techniques and has never been tried on children to make objects through sewing techniques.

This study begins with giving a pretest, the researcher provides an explanation in advance about the tools and materials in making dolls from socks, as well as the steps in making dolls from socks. Then the pretest was carried out for two meetings to see the initial condition of the child in making dolls from socks and the percentage result was 35%. Furthermore, the treatment was given using video tutorial media that was given to children for three meetings, and for this stage no assessment was carried out.

The video tutorial media used is in the form of tools or media that can demonstrate and explain the tools and materials for making dolls from socks and how to make dolls from socks, through the form of shows accompanied by explanations (Munir, 2012). Video tutorials can also be in the form of recordings containing learning materials that will be given to students (Baharuddin, 2014). Meanwhile, according to Pramudito (2013) video tutorials are a series of live pictures containing information about learning materials that will be taught to students by being shown by the teacher so that with the use of this video tutorial it is expected that students can repeat learning that is still not understood until students can understand how to make a doll out of socks.

At the pospercentage stage the average score of 5 students is 79.7%. When compared to the results of the pretest and posttest results seen an increase in the average value of the child. This means that children already have good skills in the skills of making dolls from socks, after being given treatment with video tutorial media (Haryeti et al., 2013).

CONCLUSIONS

The results of the calculation of the data processed using the Mann Whitney test formula so that Uhit = 25 is obtained which is taken from the smallest count value, then adjusted for Utab at a significant level of 95% and = 0.05 where n = 5, namely 2. Based on the hypothesis testing Ha accepted if Uhit > Utab and H0 accepted if Uhit < Utab. So it can be concluded that the video tutorial media is effective in the skill of making dolls from socks for mentally retarded students. The author hopes that the results of this study can be used as a guide or reference material in conducting research and adding broad insight and knowledge for further researchers.

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