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Special and Inclusive Education Journal
OPEN ACCESS

Project-Based Learning Model Assisted by Video Tutorials and Sponti Mini Book to Enhance Creativity in Handicraft Skills for Students in SMPLB C SLB Negeri 2 Yogyakarta

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ABSTRACT

This research aims to enhance the creativity of craft skills in students with intellectual disabilities using the Project-Based Learning model assisted by Video Tutorials and Sponti Mini Book students at SMPLB C Negeri 2 Yogyakarta in the academic year 2021/2022. The research employs a Classroom Action Research design based on Kemmis's model within Suharsimi Arikunto's framework. The research subjects are four students with intellectual disabilities in the 6th grade of SDLB C SLB Negeri 2 Yogyakarta. The study consists of three cycles, each comprising four sessions with evaluations based on observations and performance tests. The data analysis method used is qualitative and quantitative descriptive, presenting data in tables and graphs. The research results indicate that using the Project-Based Learning model assisted by Video Tutorials and the Sponti Mini Book can enhance the creativity of craft skills students at SMPLB C. This is evidenced by the increase in students' learning observation scores in Cycle I, averaging 67.50%. In Cycle II, the scores increased to an average of 75.00%; in Cycle III, the average scores were 85.00%. The performance test results in Cycle I averaged 67.50%, which increased to 75.00% in Cycle II. There was also an improvement in Cycle III, with an average score of 82.50%. In conclusion, the Project-Based Learning model, assisted by Video Tutorials and Sponti Mini Book, was effective in enhancing the creativity of craft skills in students at SMPLB C Negeri 2 Yogyakarta in the academic year 2021/2022

Keywords: Project-Based Learning, Video Tutorial, Mini Book Sponti, creativity, craft skills

INTRODUCTION

One crucial skill that needs to be developed in student learning is creativity. Creativity is the result of the interaction between individuals and their environment, the ability to generate new combinations based on existing data, information, or elements that are already known or familiar, drawing from all the experiences and knowledge acquired throughout one's life, whether in the school, family, or community environment (Utami Munandar 2009;12).

The learning process for students with special needs in special schools, especially those with intellectual disabilities, differs significantly from mainstream schools. For intellectually disabled students, whose intelligence is below the average of normal children, one of their weaknesses is difficulty in abstract thinking. Teaching demands that teachers continuously be creative, design and craft, and create innovations, and creativity is the key to a teacher's success in motivating students to stay enthusiastic

One of the subjects that must be taught in schools is skills, including for children with special needs. The special education curriculum, according to the Ministry of Education and Culture (Depdikbud) in 1955:5, mentions elective programs within the curriculum, one of which is skills. Skills are considered essential to be provided to students, especially those with special needs, such as children with intellectual disabilities. This is because these skills help acknowledge the presence of children with intellectual disabilities in their surrounding environment, and having abilities serves as a foundation for these children to live independently.

However, the reality in the field is that students' creativity still needs improvement. This is because, in skill-based learning, the focus is still heavily reliant on teacher-led activities. The results of students' creativity can be seen from the pre-cycle learning assessments, where the scores are below the minimum mastery criteria of 75. This is attributed to the lack of creativity in the students' craftwork in handcrafting skills.

If this condition is not promptly addressed, it will diminish students' learning creativity. Based on the core issue and to address the learning problem, the researcher has determined actions to enhance the creativity of 7th-grade students at SMPLB C Negeri 2 Yogyakarta by implementing the Project-Based Learning model assisted by video tutorials and Sponti Mini Book.

The project-based learning model is a learning approach that utilizes problems as the initial step in collecting and integrating experiences in real-life activities. According to Hariyanto and Warsono (2012), project-based learning is an approach that connects technology with everyday life problems familiar to students or school projects. Project-based learning is an innovative form of learning that focuses on contextual learning through complex activities (Nurul 'Azizah & Wardani, 2019)

The project-based learning model revolves around students' problem-solving activities by applying research, analysis, creation, and presenting their learning products based on their experiences.

A video tutorial is a sequence of live images presented by an instructor containing instructional messages to aid in understanding a learning material as guidance or additional teaching material for a small group of learners (Aria Pramundito 2013:4).

Mini Book is a small book with several interesting facts on a specific topic. Mini books can enhance learners' literacy skills (USAID, Source Book for Lecturers in LPTK (Indonesia: RTI International. 2015), p. 120). In this research, the Sponti Mini Book is a small book from sponti containing step-by-step images of creating tie-and batik and the creative results of making tie-dye batik.

Children with intellectual disabilities are those who have intellectual impairments below the average level of typically developing children, leading to difficulties in academic, communication, and social tasks. Hence, they require special education services (Nanda, Selvia, and Kasiyati 2011). Mild intellectual disability refers to children with below-average IQ, yet they still have the potential to develop in areas such as reading, writing, and basic arithmetic. Intellectual disabilities in children can impact various aspects of daily life, including academic and non-academic abilities, such as social, emotional, and communication skills.

Somantri (2005:105), the learning abilities of intellectually disabled children tend to be slow and without comprehension. However, humans need to understand language to communicate effectively in daily life. Language is essential for conveying feelings both verbally and in writing to others. One of the areas for developing fundamental skills that

teachers need to prepare for is language proficiency, aimed at enhancing creativity and the child's abilities by their developmental stage (Depdiknas 2007:1).

Creativity comes from the base word "creative," which means the power of creation, the ability to generate, and inherently possessing creative power (Ebta Setiawan, 2010). Creativity is a potential inherent in every human being and is not received from outside the individual. The creativity a person possesses is present from their birth. In life, creativity is crucial because it represents a significant ability in the human life process. To help students realize their creativity, teachers must train creativity in line with their talents.

Craftsmanship is a manual skill that produces high-quality artistic goods. In its process, items are created with a sense of beauty and pure ideas, resulting in products of high quality with beautiful and appealing forms (Soeparto). Handicraft is a creation involving producing a product or item using hands as the medium or tool, which serves both practical and aesthetic functions and holds commercial value (Purwaningsih).

Handicraft skills at SLB Negeri 2 Yogyakarta include creating tie-dye batik and making creations from tie-dye batik. These creations include fans and pencil holders, combining tie-dye batik with recycled mineral water bottles.

METHOD

Classroom action research is the type of research used. According to Suharsimi Arikunto (2006:90), action research is a problem-solving strategy that utilizes real actions in the form of an innovative development process to detect and solve problems. This research was conducted by collaborating with the researcher, the skills subject teacher, and the dance teacher at SLB Negeri 2 Yogyakarta, located on Jalan Panembahan Senopati, Yogyakarta. The research was carried out for four months, from July 2021 to October 2021. The research subjects 5 students from Class VII at SMPLB C Negeri 2 Yogyakarta, 3 male and 2 female students. The scope of this research is developed for mildly intellectually disabled students with initial abilities in reading, writing, fluent communication, and basic skills.

The research design used in this study is Kemmis's Classroom Action Research model within the framework of Suharsimi Arikunto. This model incorporates four research components in each cycle: planning, implementation, observation, and reflection.

RESULT AND DISCUSSION

Pre-Cycle

Before this research was conducted, the teaching of handicraft skills did not utilize engaging models and media. In the learning activities, students only received materials and task instructions from the teacher, leading to a lack of interest among students in handicraft learning.

According to the researcher, students face difficulties with this type of learning and show less interest in handicraft skill acquisition. The learning process is less developed, resulting in students being less active and creative in the learning process

Table 1. Pre-assessment of Student Attitudes

NO	Indicator	Category	Range of Values	AL	MT	LA	RF	MY
1	Discipline	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80					
		Insufficient/Less	≤ 70	50	40	50	50	50
2	Activeness	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80					
		Insufficient/Less	≤ 70	50	40	50	50	50
3	Perseverance	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80					
		Insufficient/Less	≤ 70	50	40	50	50	50
4	Cooperation	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80					
		Insufficient/Less	≤ 70	50	40	50	50	50
Quantity				200	120	200	200	200
Average Score				50	40	50	50	50

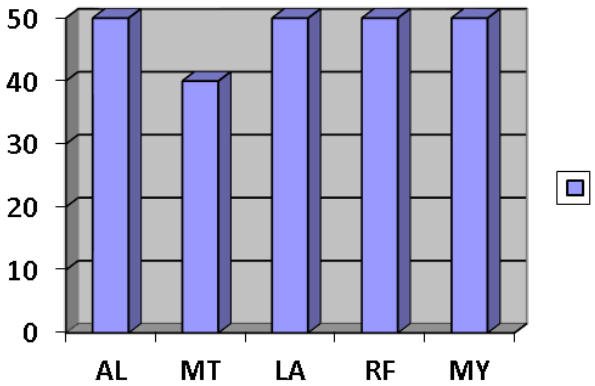

Figure 1. Results of Pre-assessment of Student Attitudes

Table 2. Creativity

NO	Indicator	Category	Range of Values	AL	MT	LA	RF	MY
1	Technical Mastery	Very Creative	91-100	50	40	50	50	40
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
2	Skillful in creating forms	Very Creative	91-100	50	40	50	50	40
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
2	Cleanliness and neatness	Very Creative	91-100	50	40	50	50	40
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
3	Variation of materials used	Very Creative	91-100	50	40	50	50	40
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
4	Proportional composition of forms	Very Creative	91-100	50	40	50	50	40
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
Quantity				200	160	200	200	160
Average score				50	40	50	50	40

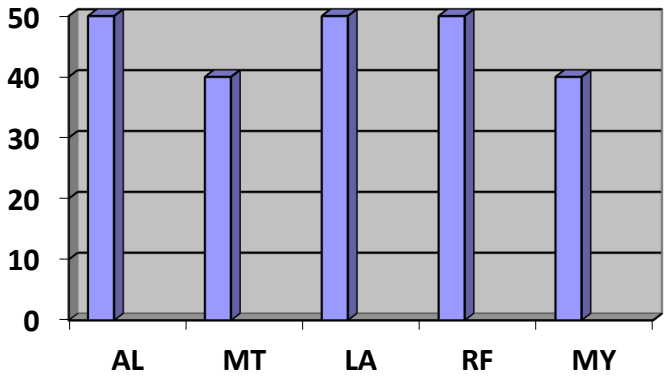

Figure 2. Results of Creativity

Cycle I

The score acquisition can be presented in the following diagram. In this first cycle, there are 9 meetings, with 4 students in each session. In this first cycle, students are subjected to hands-on craft skills treatment using the Project-Based Learning model assisted by video tutorials and Sponti Mini Books. During this hands-on craft skills learning, students still follow the teacher's instructions

Table 3. Assessment of Student Attitudes

NO	Indicator	Category	Range of Values	AL	MT	LA	RF	MY
1	Discipline	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
2	Activeness	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
3	Perseverance	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
4	Cooperation	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
Quantity				280	240	280	280	280
Average score				70	60	70	70	70

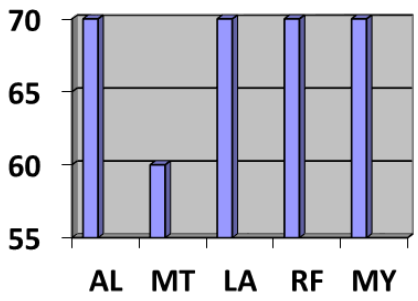

Figure 3. Results of Assessment of Student Attitudes

Table 4. Creativity

NO	Indicator	category	Range of Values	AL	MT	LA	RF	MY
1	Technical Mastery	Very Creative	91-100	70	60	70	70	70
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
2	Skillful in creating forms	Very Creative	91-100	70	60	70	70	70
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
3	Cleanliness and neatness	Very Creative	91-100	70	60	70	70	70
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
4	Variation of materials used	Very Creative	91-100	70	60	70	70	70
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
5	Proportional composition of forms	Very Creative	91-100	70	60	70	70	70
		Creative	81-90					
		Adequately Creative	71-80					
		Less Creative	≤ 70					
Quantity				280	240	280	280	280
Average score				70	60	70	70	70

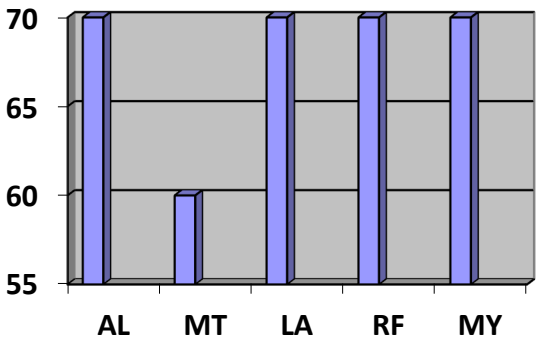

Figure 4. Results of creativity

Based on the observations during the implementation of Cycle I, some aspects of learning need improvement. The learning outcomes in Cycle I indicate an average of 68%, which is still far from the KKM of 75%. This condition needs to be addressed in the implementation of Cycle II.

Cycle II

In the second cycle, there are 9 sessions, with 4 students in each session. Students are subjected to hands-on craft skills treatment using the Project-Based Learning model assisted by video tutorials and Sponti Mini Books. In this second cycle, students are given creativity in learning hands-on craft skills.

Table 5. Assessment of Student Attitudes

NO	Indicator	Category	Range of Values	AL	MT	LA	RF	MY
1	Discipline	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
2	Activeness	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
3	Perseverance	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
4	Cooperation	Very Good	91-100					
		Good	81-90					
		Fair/Okay	71-80	70		70	70	70
		Insufficient/Less	≤ 70		60			
Quantity				280	280	240	280	280
Average score				70	70	60	70	70

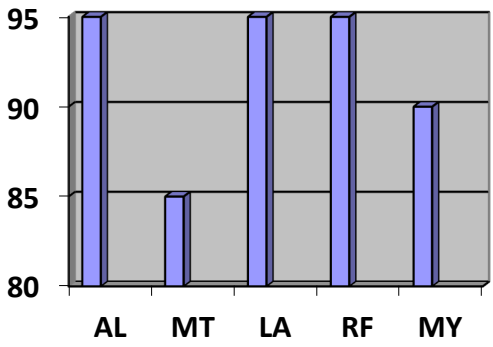

Figure 5. Result Assessment of Student Attitudes

Based on the observations during the implementation of learning in Cycle II, the aspect of learning outcomes in the creativity test using the project-based learning model assisted by video tutorials and mini-books in Cycle II shows an increase compared to Cycle I, with an average of 86%. This already exceeds the Minimum Passing Grade (KKM) of 75%. The increase is 19%. Meanwhile, student learning motivation also increased by 86%, showing an increase compared to Cycle I, exceeding the KKM of 75%, and this is the final cycle. The researcher did not proceed to the next cycle as it was considered successful

DISCUSSION

The intervention in this study took the form of a project-based learning model assisted by video tutorials and mini-books to enhance the creativity of craft skills in seventh-grade students at SMPLBC SLB Negeri 2 Yogyakarta 2, consisting of two cycles. Before this, I received craft skills learning without using a specific model or teaching aids. In craft skills learning activities, the teacher directly delivered the learning material, and students observed and performed tasks according to the teacher's instructions. Students carried out activities individually. Throughout the learning process, students were followed for learning motivation, including discipline, activeness, perseverance, and cooperation. Additionally, a performance test was conducted, assessing mastery of technique, cleanliness and neatness, harmony of color and form, and finishing results.

Suppose the average of the observation results is calculated. In that case, it amounts to 42.5%, and the performance test results for students' motivation in learning the Javanese language is 32.5%, which is still below the Minimum Passing Grade.

During the pre-cycle phase, learning activities showed that students appeared less diligent and less actively participating in learning activities. Students tended to be passive and paid little attention to the teacher's tasks. Learning motivation was far from expectations. Therefore, the teaching of handicraft skills using the project-based learning model assisted by video tutorials and spontaneous mini-books was implemented in the next meeting, which fell within Cycle I.

In Cycle I, consisting of 9 sessions, students were taught handicraft skills using the project-based learning model assisted by video tutorials and spontaneous mini-books. In this cycle, the teacher took action by using the project-based learning model assisted by video tutorials and spontaneous mini-books, and students still followed the teacher's instructions in learning handicraft skills. The average results of observations in this cycle

reached 65% for AL (Active Learning), 70% for LA (Learning Activities), 60% for MT (Motivation), 70% for RF (Reading Fluency), and 60% for MY (Motivation). The fourth percentage values increased from the previous meetings, with AL, LA, and RF achieving the highest percentages. Meanwhile, the average performance result was 67.5%.

Even though there has been improvement, the researcher still sees shortcomings in the learning process, as it is not yet fully effective. Therefore, the researcher proceeded to Cycle II to achieve optimal results. Cycle II also consists of 9 sessions, each lasting 4 teaching hours, and each hour lasting 35 minutes. In Cycle II, the teacher implemented the project-based learning model assisted by video tutorials and spontaneous mini-books in teaching. In this cycle, students could be creative in learning handicraft skills.

Cycle II showed an improvement in results. The average observation result obtained was 86%. Meanwhile, the performance result was 87%. Cycle II served as the conclusion of the series of classroom action research activities on the increased creativity of students in learning handicraft skills in Grade VII at SMPLBC, using the project-based learning model assisted by video tutorials and spontaneous mini-books. This is because all five students were considered sufficient and had achieved a percentage of more than 75%. In Cycle II, discipline, activity, diligence, and collaboration during learning became more evident. In the performance test in Cycle II, the ability to master techniques, cleanliness and neatness, color and shape harmony, and random finishing of works/results all scored above 75%, receiving good grades. Both observation aspects of student activities and the results of creativity in handicraft skills have reached the success indicators set, so the classroom action research was concluded after Cycle II.

CONCLUSION

Based on the research results and discussion in Chapter IV, there was an improvement in the creativity of 7th-grade students at SMPLB C Negeri 2 Yogyakarta. This improvement was achieved through the Project-Based Learning model assisted by video tutorials and spontaneous mini-books. This is evident from the observations of student activities during the learning activities from Cycle I to Cycle II. The student activity scores in Cycle I had an average of 68%. In Cycle II, the student activity scores increased significantly, averaging 93%.

The use of the Project-Based Learning model assisted by video tutorials and spontaneous mini-books can enhance the creativity of 7th-grade students at SMPLB C Negeri 2 Yogyakarta during the COVID-19 pandemic, including 6th-grade students at SDLBC SLB Negeri 2 Yogyakarta. This is demonstrated by the students' performance during online learning from Cycle I to Cycle II. In Cycle I, the average performance result was 68%, and in Cycle II, it increased to an average of 93%, surpassing the Minimum Mastery Criteria.

In Cycle III, all students received good grades in terms of creativity. The use of the Project-Based Learning model assisted by video tutorials and spontaneous mini-books aligns with the researcher's hypothesis that it can enhance the creativity of 7th-grade students at SMPLB C Negeri 2 Yogyakarta

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