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The Use of Basic Sewing Book to Improve Sewing Ability with Student with Autism

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ABSTRACTS

The purpose of this study was to determine the use of basic sewing books to improve the ability to sew basting stitches for students with autisms. The method used in this classroom action research is a demonstration learning method. The subjects of this study were 3 students with autisms at Sekolah Luar Biasa Negeri Sukanagara. The use of basic sewing books showed an increase in the ability to sew on a bast stitch in all students. In the third cycle, each student gets a score that exceeds the minimum completeness criteria that have been set, which is 81. This happened because the basic sewing books used were easy to understand and follow by students. This study demonstrates that the use of an easy-to-understand basic sewing book will accelerate students' understanding. In addition, a good basic sewing book will also make it easier for teachers to guide students, especially for students with autisms.

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1. INTRODUCTION

Basic sewing books are books that break down the tasks for learning to sew into simple, step-by-step steps. It also contains pictures that clarify assignments for students so that this book makes it easier to improve sewing skills, especially for students with autisms. Students with autisms are students who experience obstacles in emotion and socialization. One of the characteristics attached to them is the difficulty in following verbal learning. As stated by Della (2014) that Autism is a condition that affects a person from birth or when he was a toddler, making him unable to form a relationship normal social or communication.

Currently, many researchers discuss sewing skills. Among them are, Analysis of Student Performance Improvement in Neatness in Sewing Jacket Collars Based on Demonstration and Experimental Methods (Suryatin, 2012), Improving Learning Outcomes of Skirt Sewing Skills Through Mock-Up Media In Classroom Dressing for Students of SLB Negeri 2 Padang, Improved Fine Motor Skills Through Sewing Activities in Group A, Improved Boys' Clothing Sewing Competence Through Cooperative Learning Model Assisted with Job sheets at junior high school I Pandak, Improved Fine Motors Through Sewing Activities in Group A Tk Al-Hidayah VI Wahid Hasyim (Aminah, 2019). However, until now, no one has discussed the use of basic sewing books to improve the ability to sew basting stitches for students with autisms.

This study aims to determine the use of basic sewing books to improve the ability to sew basting stitches for students with autisms. The demonstration learning method was used in this study. The demonstration method is a teaching method that uses demonstrations to clarify an understanding or to show the whole class in the processing step or instructions for doing something. The subjects in this study were 3 students with autisms at special needs school. There was an increase in the ability to sew a basting stitch in all students after experiencing 3 learning cycles using a basic sewing book. In the first cycle, all students still achieved scores below the minimum completeness criteria. In the second cycle, there was an increase. Then in the third cycle the minimum completeness criteria that have been set, which is 81, has been exceeded by all students. This increase occurred because the basic sewing books used were easy to understand and follow by students. This study demonstrates that the use of an easy-to-understand basic sewing book will accelerate students' understanding. In addition, a good basic sewing book will also make it easier for teachers to guide students, especially for students with autisms. The novelty of the study is (i) the use of basic sewing books to improve the ability to sew a basting stitch (ii) the research subjects are students with autism.

2. METHODS

2.1. Subject and location of research

The research subjects were students with autisms in class IX at Special Needs School, Cianjur Regency, West Java Province, consisting of 3 men. The location of the research was carried out at Special Needs School, Cianjur Regency, West Java Province, which is located at Jl. Raya Sukanagara Km.03 Kampung Haur Mekar RT 04 RW 01 Kec. Sukanagara Kab. Cianjur.

2.2 Research procedure

The research method used is classroom action research with a McKernan model research design. The research results have not been able to achieve the objectives and solve research problems, the researcher can enter the next cycle or level (Sukardi, 2012). This study consists of 3 cycles as shown in **Figure 1** below.

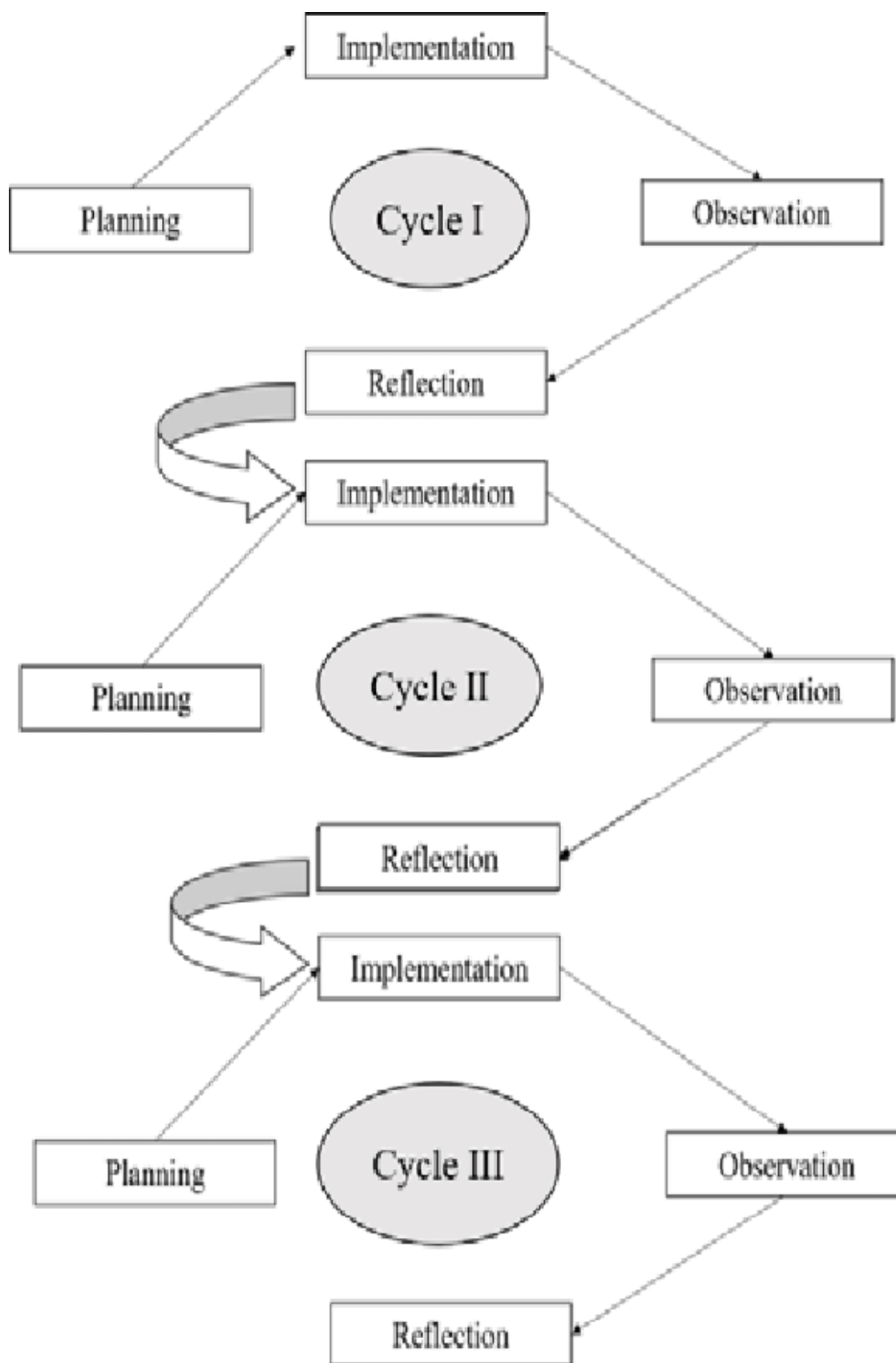


Figure 1. Mc Kernan models.

2.3. Activity procedure

Two important parameters are found that researchers need to pay attention to in using action research methods, namely, there needs to be a cycle in every research activity, and in each cycle, it needs to contain 4 main components, namely planning, action, observation, and reflection (Sukardi, 2012). **Figure 2** describes the procedure for classroom action research activities consisting of the stages of planning, implementing, observing, and reflecting. The Figure corresponds to the activities carried out in each cycle.



Figure 2. Activity procedure.

2.4. Research instruments

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete, and systematic so that they are easier to process. In this study, we collected data through observation and tests. The test questions consisted of 2 oral questions and 3 practical questions. Each oral question has a weight of 3 so the maximum value is 6. The total score is then entered into the formula $\text{Value} = \text{total score} / \text{maximum score} \times 100$. While the practice questions are assessed in this format.

Table 1 contains the aspects assessed in preparation for sewing. The preparation starts from holding the needle, inserting the intruders on the needle, inserting the threads on the intruders, pulling the intruders, and then cutting the thread. The last step is to tie the end of the thread.

Table 2 informs about few aspects that we have to observe in practicing basting. Those aspects are holding the needle with the thread on it, inserting the needle into the paper, and pulling the needle from the paper.

Table 3 contains the finishing aspects of practicing basting. At the end of the baste activity, there are a few factors to do, which are hooking the needle on the previous stitch, making knots, pulling the knot until it is strong enough, and the last thing to do is to cut the threads.

Table 1. Sewing preparation.

No.	Rated Aspect	Scores Achieved by Students		
		Er	Dk	Ag
1.	Holding the needle			
2.	Inserting the intruders on the needle			
3.	Inserting the thread on the intruders			
4.	Pulling the intruders			
5.	Cutting the thread			
6.	Tie the end of the thread			
Amount				
Total				

Table 2. Practicing basting.

No.	Rated Aspect	Scores Achieved by Students		
		Er	Dk	Ag
1.	Holding the needle with the thread on it			
2.	Insert the needle			
3.	Pulling the needle			
	Amount			
	Total			

Table 3. Turn off the stitches.

No.	Rated Aspect	Scores Achieved by Students		
		Er	Dk	Ag
1.	Hooking the needle on the previous stitch			
2.	Making knots			
3.	Pull the knot until it's strong			
4.	Cutting the threads			
	Amount			
	Total			

The assessment criteria for practice are

Score 1: Can perform with full assistance,

Score 2: Can do with little physical and verbal assistance

Score 3: Can perform with verbal assistance

Furthermore, the value is obtained by the formula:

Value = total score / maximum score x100

Another instrument is the observation format which contains aspects to observe the learning implementation. Those aspects are the ability to open lessons, learning process, teacher's attitude in the learning process, mastery of learning media, use of learning media, evaluation, the teacher's ability to close the lesson, and also the student activity during the lesson.

Table 4. Observation format.

No	Rated Aspect	Score		
		1	2	3
1.	Ability to open lessons			
2.	Learning process			
3.	Teacher's attitude in the learning process			
4.	Mastery of learning media			
5.	Use of learning media			
6.	Evaluation			
7.	The teacher's ability to close the lesson			
8.	Student activity			
	Amount			
	Total			

The observation format for observing the way teachers teach is as shown in **Table 4**. The assessment criteria for observing teaching methods are:

Score 1: less

Score 2: enough

Score 3: good

Furthermore, the value is obtained by the formula:

$$\text{Value} = \text{total score} / \text{maximum score} \times 100$$

3. RESULTS AND DISCUSSION

3.1. Student demographics

Student Er has problems with fine motor skills in his fingers. Er's fingers tend to be weak and very lacking in strength. His communication skills are still limited to parroting but tends to be able to follow orders. However, he has a fairly good concentration ability where he can focus on the activities carried out without being easily distracted.

Student Dk experiences fine motor skills in the fingers that are quite good. It's just that he can't control his energy yet. Often, he puts out too much force. Meanwhile, Dk's communication skills still tend to parrot even though he is starting to be able to answer simple questions and is also able to follow simple commands. He also has good concentration ability.

Students Ag have poor fine motor skills in their fingers. The movement of his fingers tends to be stiff. He also has poor communication skills. Where he is less able to get the words out and still has trouble following simple commands. Ag concentration ability is also not good. His attention is easily distracted by various stimuli from the surrounding environment, both visually and auditory.

With the conditions that each student has, an assessment process is carried out. Assessment is the right term for the assessment of student learning processes without compromising learning outcomes. From the assessment, it was found that the student's abilities in all aspects were below the minimum completeness criteria, which was 81. In its implementation, all students, both Er, Dk, and Ag, needed full assistance. In **Table 5** and **Figure 3**, the following contains a recap of the percentage of scores obtained by students during the assessment.

As we can see in the table of assessment results, Er only got a score of 39 for sewing preparation, 33 for practicing basting, and also for turning off stitches so that Er's total score is 36. Dk got the highest total score at this assessment result that is 44 obtained from the score of sewing preparation 56 and 33 for practicing basting and turning the stitches. Whereas Ag got the lowest total score that is 33. Ag got a score of 33 for all aspects of the assessment process, both in sewing preparation, basting practice, and turning off stitches. This assessment result shows us that all the students got a score that is far from the minimum completeness criteria. It means that they need a more intensive way of learning and guidance that makes it easier for them to master the skill of basting (Ramdani & Novrita, 2019). A skill that will be very useful for their independent life.

Table 5. Assessment results.

No.	Rated Aspect	Max. Score	The percentage obtained by students		
			Er	Dk	Ag
1.	Sewing preparation	18	39	56	33
2.	Practicing basting	9	33	33	33
3.	Turning off stitches	12	33	33	33
Total Score			36	44	33

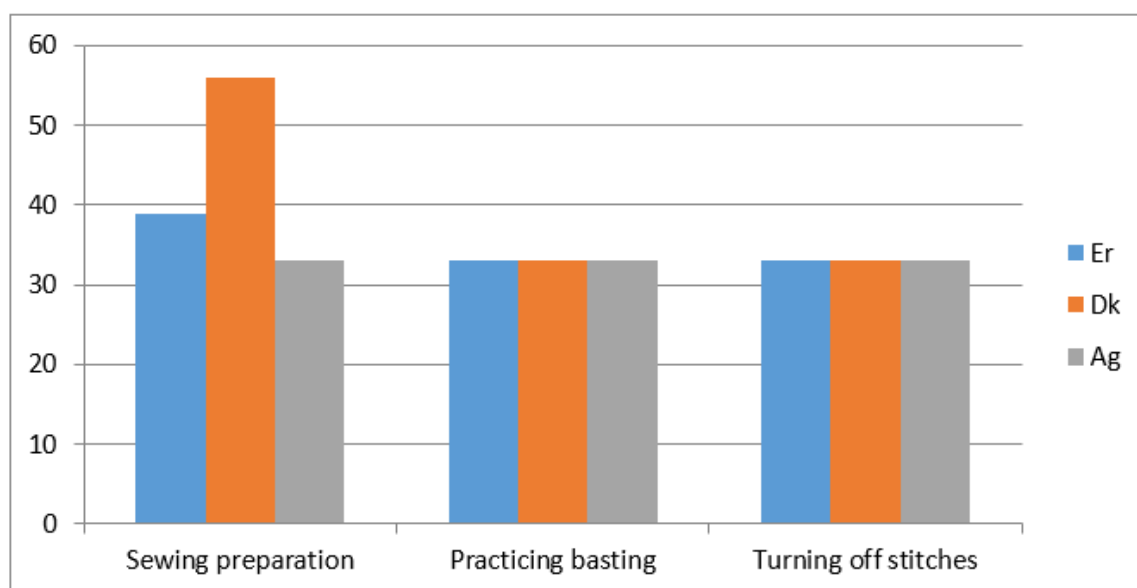


Figure 3. Assessment result.

3.2 Learning process activities

The learning process activities consist of initial activity, core activity, and end of the activity. Initial activity includes conditioning students in learning activities and apperception about sewing learning. Core activity performed with students listen to the explanation about sewing at the beginning. And then students get needles of various sizes, threads, and probes. Students listen to how to do the preparatory steps as in the basic Sewing book and take preparatory steps. After that students listen to the steps of basting on the cardboard, cardboard sewing patterns, and so on until all sewing patterns are completed. Then students listen to how to turn off the stitches and try to turn off the stitches. At the end of the activities, the teacher and students together conclude the lesson, and they evaluate with plaid flannel. Finally, students are given reinforcement and motivation to learn sewing. The observation results of the observers in the learning process showed that at the first meeting the score was minimal, which was only 58 so that the observers gave a lot of input. This situation gradually changed with an increase until it finally reached a score of 92 at the 6th meeting. The results of these observations were seen from each meeting of the learning process as shown in **Table 6** and **Figure 4**.

Table 6. Learning process.

Cycle	Learning process	% Learning process
	Assessment	42
1.	1 st	58
	2 nd	62
2.	3 rd	78
	4 th	83
3.	5 th	88
	6 th	92

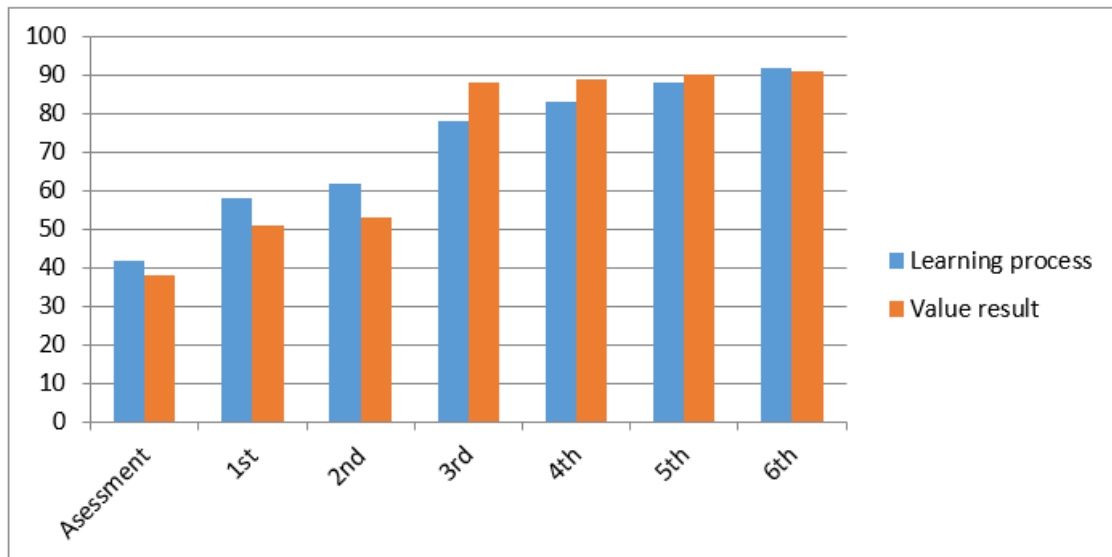


Figure 4. Learning process.

3.3. Learning outcomes

The research data shows that Er has increased from 36 assessment results, increased by 51 in cycle 1, to 89 in cycle 2, to 92 in cycle 3. Similarly, Dk which in the assessment reached 44 which then reached 56 in cycle 1, an increase The unexpected happened in cycle 2 which reached 92 until it finally reached 95 in cycle 3. While Ag, although not so fast, still experienced a very significant development where the assessment results were only 33 then grew to 51 in cycle 1, and reached 87 in cycles 2 and 3.

The value of learning outcomes that are stated in **Table 7** shows that students get various achievements. This is in accordance with the initial conditions of the students themselves as previously explained. However, in the end, all students got a high enough score. The learning outcomes of all students in this basting skill are more clearly shown in **Figure 5**.

Table 7. Learning outcomes.

No	Cycle	Learning	Value			%Value
			Er	Dk	Ag	
1	-	Assesmen	36	44	33	38
2	I	1th	51	56	47	51
3	I	2nd	51	56	51	53
4	II	3rd	89	89	87	88
5	II	4th	89	92	87	89
6	III	5th	92	92	87	90
7	III	6th	92	95	87	91

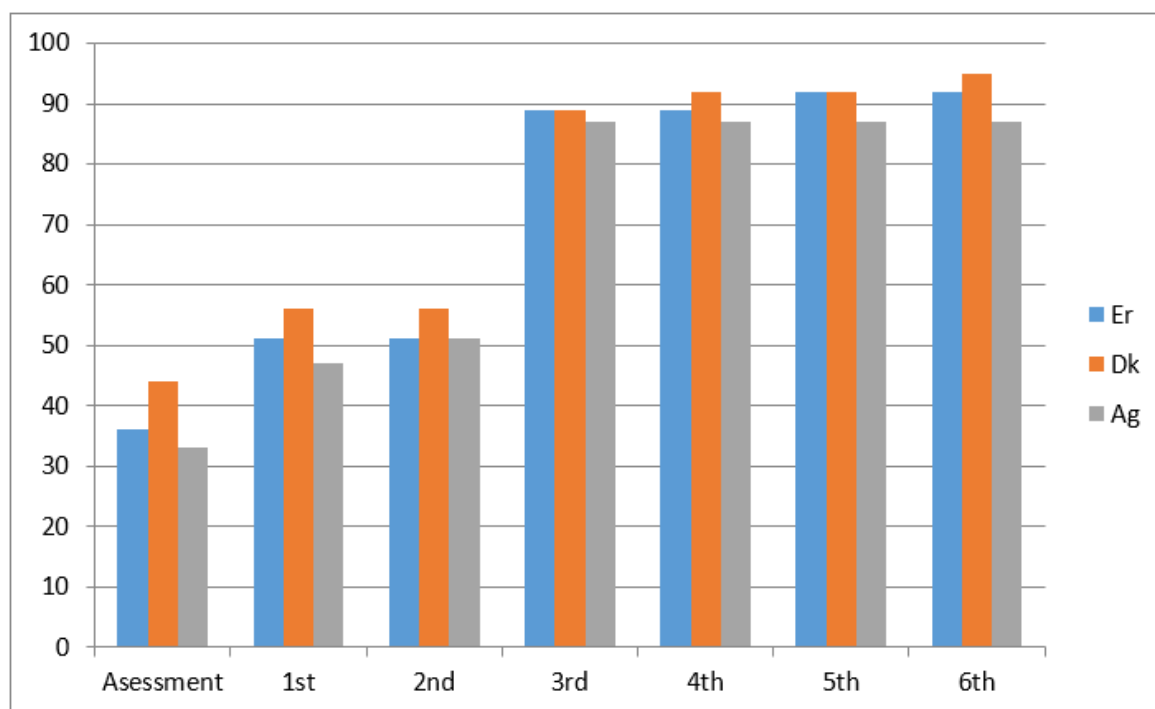


Figure 5. Learning outcomes.

3.4. Analysis of the results of research activities

The results of the assessment only reach 33 to 44 values. It stated that all students had very low abilities in all aspects of simple sewing with basting stitches. Thus, we need media that can make it easier for students to learn simple sewing techniques with basting stitches. The media used in this study was the Basic Sewing book which was applied in 3 research cycles.

After applying the media and also making improvements to the learning process, it was proven that the achievement figure of students' abilities increased until the end of the 3rd cycle. The scores achieved by students were not the same as each other. Er and Dk tend to reach high scores, which are up to 90 for Er and 92 for Dk at the end of the 3rd cycle. Meanwhile, Ag only reaches the highest score of 86 at the end of the 3rd cycle. However, this still states that all students have exceeded the minimum completeness criteria. i.e., 81.

4. CONCLUSION

Based on the results of data analysis, it was stated that all students experienced an increase in values in cycle 2. Even though this value was only able to exceed the minimum completeness criteria at the second meeting of cycle 2. In cycle 3, then all students, in the end, reached a value exceeding the minimum completeness criteria 81. So that the achievement of this value means the research objective was achieved, namely to find out the use of basic sewing books to improve the ability to sew basting stitches for students with autisms. Thus, it can be concluded that the use of basic sewing books can improve the ability to sew basting stitches for students with autisms.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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