

TO BE CREATIVE AND EXPRESSIVE USING FABRICS MEDIA FOR CHILDREN WITH SPECIAL NEEDS

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Abstract

The discussion of the children with special needs finds that basically every child is wonderful. It means that there are no children who are the same. However, some children seem to have special characteristics who need special attention. They are called as children with special needs. There are several things that must be observed in the development of children with special needs and one of them is the learning process. Holistic learning process can affect attitude, character, and independence of the children with special needs till they grow up. The learning process at school is expected to lessen their weaknesses and it can build them a foundation to be more independent in the society. Related to art and vocational skills, the standard of passing grade competence which is expected to be reached by lenient mentally disabled children is to express themselves through artistic and cultural activities. Those activities are to appreciate works of art and cultures and to earn creative works individually or in a group. To support the success of this competence standard, a school needs creation and innovation in compiling learning tools. The function of learning tools which can develop the learning interest of the children is still limited. Thus, by paying attention to the standard of passing grade competence, researchers create a lesson using fabric cloth (handkerchiefs, bags, and t-shirt) and acrytex paint. Teachers can have an innovation in the lesson of vocational art and culture using fabric cloth and acrytex paint to train the children be more creative and expressive. The result of this lesson, teachers can be more creative in creating learning tools, children can be more excited and interested in learning, and the ability of the children can be upgraded. The raise of the students ability quality which can work independently is 28,3% from three varieties of fabric cloth.

Key words: children with special needs, learning media, arts learning, vocational skills, fabrics media

INTRODUCTION

The discussion of children with special needs finds that basically every child is wonderful. It means that there are no children who are similar to one another or even exactly the same. However, some children have special characters who needs more attention. Those children are called children with special needs. There are several things we have to pay attention to the development of those children and one of them is the learning process. Holistic learning process affects attitude, character, and autonomy of the children till they grow up. The learning at

school is expected to lessen the weaknesses of the children and it can give a foundation to be more independent in the society. In regards to quality, providing all children with education that has good quality, especially for the children with special needs, is a big challenge (Sagirani et al, 2014).

The increasing of children with special needs knowledge and ability is decided by the more effective educational improvement of learning process/training (Cromby et al, 1996). A school for children with special needs conduct a lesson with limited learning materials. A school for children with special

needs requires the development of learning media, such as 1) involvement, provided media can cause a user involvement during the implementation 2) interaction, there is a direct respond in the user action 3) internal logic, it can grow moral and social values in the people interaction (Cromby et al, 1996). In this paper, children with special needs who become the focus is from the mild mentally disabled group with an IQ ranging between 50 -70 (David, 1944) (Halahan et al.,2012) (Yustinus, 2006). Sagirani say understanding the character, ability, specificity and limitations of children with special needs before preparing the appropriate learning media is absolutely necessary in the hope that the learning media can enhance the children experience in the process of knowledge acquisition and absorption. Preparation of the product planning in the form of learning media should focus on the content, presentation, functionality and interaction (Sagirani et al, 2015).

The relation between art-culture and vocational skill lesson and the passing grade competence standard for educational institution of special needs senior high school is to express themselves with the artistic and cultural activities; to appreciate work of art and culture, to earn creative works individually or in a group (Departemen Pendidikan Nasional, 2006). In order to pay more attention to the passing grade competence standard of senior high school students with special needs, we need to organize a lesson to train the children to express and to create something from fabric cloth and acrytex paint. By understanding the function of painting tools, acrytex paint, and fabric cloth as a medium, the teachers are expected to develop the learning process for children with special needs. Learning media using acrytex paint can help the culture and art lessons so that the quality of education for children with special needs can be improved and it can also improve the life skills of children with special needs when they grow up, especially for the ones who are ready to live in society.

RESEARCH METHOD

Kemp and Dayton say that learning media has eight significant rules:

- 1) delivered learning can be more standardized;
- 2) learning process can be more interesting;
- 3) learning process can be more interactive;
- 4) time which is needed for learning implementation can be shorter;
- 5) quality of the learning can be improved;
- 6) learning can be done if it is expected or if needed;
- 7) positive reaction of the students about the learning process can be improved; and
- 8) teachers' teaching using media can give positive changes.

Thus, the development of learning media can be proper. By paying attention to those rules, the learning media is arranged for art-culture and vocational skills lessons, especially for children with special needs.

In the lessons of art-culture and vocational skills, the standard of passing grade competence is to express themselves through artistic and cultural activities; to appreciate works of art and culture, and to earn creative works individually and in a group. In the implementation of learning at school, a school for children with special needs finds some obstacles, such as there is a need of creation in compiling learning media, improvement of innovation in arranging learning media, and the limited usage of learning media which can support it to be more pleasant for the children. With those obstacles, the priority is to dig, to find, and to use the appropriate learning media, such as to have an innovation in the art-culture and vocational skills lessons using fabric cloth and acrytex paint.

The approach methods are taken to improve the learning process described in Figure 1.

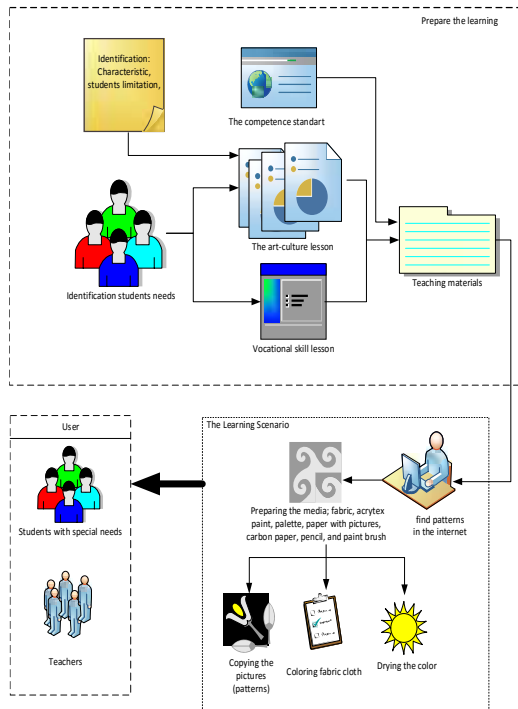


Figure 1. Learning Process

In the learning process which involves teachers and students, the beginning step is to prepare the learning which covers characteristic identification and the students' limitation, and also to identify the students' needs. From this identification, the teachers make a matrix by paying attention to the competence standard from the art-culture and vocational skills lesson. Next, arranging the learning scenario in the classroom using the provided media. The learning is done by three kinds of media from fabric cloth-handkerchiefs, bags, and t-shirt. The choice of the materials is done from the easiest materials to the most difficult ones. The steps that the students must do;

- 1) Preparing the media; fabric, acrylic paint, palette, paper with pictures, carbon paper, pencil, and paint brush;
- 2) Copying the pictures on the paper to the fabric with pencil and carbon paper;
- 3) Coloring fabric cloth using a paint brush and acrylic paint;
- 4) Drying the color by putting it under the sun.

Lesson activities in the classroom can be

seen in Figure 2, preparing the media, copying pattern, coloring fabric cloth and drying.



Figure 2. Lesson Activity

RESULT AND DISCUSSION

Identification result of the characteristics and limitation of those students is divided into three aspects; conceptual, social, and practical aspect (DSM-V, 2013). They are explained as follows:

Conceptual Aspect

The preschool children has no clear conceptual difference which distinguish them from the normal children. In the age of school and adult, there is a difficulty in learning academic skills, such as reading, writing, counting, knowing time and space. For adults, there is a disturbance in the abstract thinking, executive function disturbance (plan, strategy, priority point, and flexibility thoughts), short-term memory. The limited ability in academic skills (reading and money management) can support solving problems and findings.

Social Aspect

There are difficulties in understanding signs from others in social life. Communication, conversation, and language are not appropriate from the age development. There are also some difficulties in managing emotion and attitude. These difficulties can be observed or found in the social situation. The limited understanding is to calculate risks and to be involved in social situation thus the children who has that kind of difficulty will have serious risks and they

are easy to be manipulated (gullible).

Practical Aspect

Someone can function based on the age in the case of self-management. They still need support in daily life to do complex activities. In the age of consent, they usually still need support to do shopping, to get transportation, to arrange home, to take care of the children, to eat nutritious food, to proceed banking things, and to manage money. The skill of shopping seems to be a job which does not emphasize on the conceptual skill. Someone normally needs a support to take care of his health and to decide to the job based on the skill he has.

The result identification of students' needs in the art-culture and vocational skills lesson is to perform the logical, critical, creative, and innovative thinking which can express themselves through artistic and cultural activities, appreciate works of art and culture, and earn creative works individually and in a group.

From that identification, we arrange a learning which is adjusted with the characteristics and limitation of the children with special needs for art-culture and vocational skills lessons. The learning was conducted for 15 children with special needs in the mentally disabled group and the result of the lesson implementation is:

*) Condition Note:

1. Students who has not done
2. Students who can do it with a full assistance
3. Students who can do it with a limited assistance
4. Students who can do it independently

Table 1. Learning Media with Handkerchief

Lesson Activity	The Number of the Student			
	1 *)	2 *)	3 *)	4 *)
Preparing fabric	1	4	8	2
Copying pictures	1	6	7	1
Coloring with acrytex paint	1	6	8	0
Drying the work of art	1	3	10	1

In the first table using handkerchief, average students can not do it themselves with steps of the learning is 6,7%. Average students who can do it with full assistance is 31,7%. Average students who can do it with help is 55,0%, and students who is independent and can prepare the materials till it is dry is 6,7%. This is the percentage of the students based on their ability.

Table 2. Learning Media with Fabric Bag

Lesson Activity	The Number of the Student			
	1 *)	2 *)	3 *)	4 *)
Preparing fabric	1	2	5	7
Copying pictures	1	4	8	2
Coloring with acrytex paint	1	4	8	2
Drying the work of art	1	2	8	4

There is an improvement of students' ability in the second learning which used fabric bag. The improvement happened to the independent students, from preparing the materials till dry their works is 25%. This number shows the increment from the first lesson is 18,3 %.

Table 3. Learning Media with T-Shirt

Lesson Activity	The Number of the Student			
	1 *)	2 *)	3 *)	4 *)
Preparing fabric	1	0	7	7
Copying pictures	1	4	7	3
Coloring with acrytex paint	1	3	7	4
Drying the work of art	1	1	6	7

In the next learning using t-shirt, students have been trained and get used to move the pencil to design and to use paint brush to color. It means there is an improvement of the students' ability using t-shirt. Increment of the independent students from preparing the materials till dry the works is 35%. This number shows the improvement from the previous lesson which was using fabric bag is 10% and it means the increment is 28,3% from the first learning using handkerchief.

CONCLUSION AND SUGGESTION

The conclusion of the lesson for lenient children with special needs using fabric cloth and acrytex paint is:

1. The lesson of children with special needs can run well specially the learning of art and culture lessons. It needs media which can develop the interest of the children in creating, such as using fabric cloth and acrytex paint.
2. Willingness, ability, motivation, and study result of children with special needs can improve with a fun learning.
3. They can create and show their creativity in producing works of art form fabric cloth
4. There is quality improvement of the students' ability in impleting the lesson independently (28,3%)

The suggestion for this learning implementation:

1. The involvement of the teachers is very needed to do some activities such as drawing and coloring with fabric cloth and acrytex paint.
2. This activity of art-culture lesson can be improved using wooden media, such as painting and coloring cutting board.

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