



Development of an Embroidery Tutorial Book to Improve Vocational Skills in Grade IX Deaf Children at Karimun State Special Needs School

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Abstract: Development of an Embroidery Tutorial Book to Improve Vocational Skills in Grade IX Deaf Children at Karimun State Special Needs School. Karimun University 2025. This study describes the limitations of deaf children in vocational skills, especially embroidery. This study aims to determine the feasibility and effectiveness of an embroidery tutorial book to improve vocational skills in deaf children at Karimun State Special Needs School. This study uses the RnD (Research and Development) research type with data collection using interviews and questionnaires conducted by a team of media experts, a team of material experts, teacher responses and testing the embroidery tutorial book using pretests and posttests. The type of data produced is qualitative by conducting data analysis in accordance with the assessment criteria guidelines so as to determine the quality of the embroidery tutorial book developed. The results of this study are in the form of an embroidery tutorial book that is used as a guide for deaf children in embroidery vocational skills. Based on the assessment of the media expert team, the average value was 83% with a very valid category, the assessment of the material expert team obtained an average value of 80% with a valid category, the assessment of the teacher's response trial also obtained an average value of 83.5% with a very valid category. While the results of the effectiveness test using the N-gain formula obtained an average increase in value of 0.75% with a high category when viewed from the N-gain interpretation table. It can be concluded that the development of this embroidery tutorial book is declared feasible and effective for improving the vocational abilities of deaf children. This developed tutorial book has a novelty in the form of providing embroidery cloth, namely strimin cloth as a direct implementation in the book. The benefits of this embroidery tutorial book are as a forum or place to hone children's vocational skills, especially in embroidery activities, train children's patience, train children's focus, and train children's fine motor skills.

Keywords: Embroidery Tutorial Book; Vocational Skills; Deaf Children

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INTRODUCTION

Education is the process of improving a person's knowledge and skills. This can be done formally or informally, both in and outside of school. Education is a conscious effort to help children learn to achieve their full potential (Andriani et al., 2024). According to Law No. 20 of 2003 concerning the National Education System, it states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state" (Hakim, 2016). Children with special needs are defined as children who require special education and services to maximize their potential as human beings (Fakhiratunnisa et al., 2022).

According to (Fitriah et al., 2021), vocational skills are a type of special skill related to a person's ability to carry out work or create a work of art. Vocational skills encompass the ability and courage to face life's challenges, followed by proactive and creative efforts to seek and find solutions to overcome them. Children with hearing impairments are those whose hearing is impaired, meaning their hearing organs do not function

normally, and they experience a decrease or complete inability to hear sounds, voices, and tones at a certain intensity with their own ears (Mursidi, 2019).

Children with special needs at the Karimun State Special Needs School (SLB Negeri Karimun) have several works of art based on vocational skills, one of which is sewing, such as making clothes and handkerchiefs. Observations at the Karimun State Special Needs School (SLB Negeri Karimun) revealed a lack of written reference books to guide embroidery activities. Although embroidery activities are available at SLB Negeri Karimun, there is no reference book. The embroidery process is carried out by following the teacher's direct instructions, with no available reference books. This embroidery tutorial research is relevant to previous research conducted by several studies with similar titles, namely on vocational skills in hand embroidery. The following are some of these previous studies:

Rabi'atul Adawiyah & Ratyaningrum (2023), with the title "Creating a Fantasy Embroidery Textbook for Grade XI Students of the Textile Craft Department at SMKN 12 Surabaya." This research aims to support the learning process in the textile craft department of grade 11 SMKN 12 Surabaya, specifically in the hand embroidery topic. The purpose of this study is to describe the creation process, results, and effectiveness of a fantasy embroidery textbook for teaching this material. The research method used Research and Development. Data were collected through observation, interviews, questionnaires, and documentation. Data validity was analyzed using data triangulation. The results showed that the comprehension aspect achieved 79.5% and the creative aspect achieved 86.5%. Overall, these percentages exceeded 75% (good category), indicating that the embroidery textbook is suitable and effective for use in the learning process.

(Syafriana & Nelmira, 2019) The title of this research was "Development of Teaching Materials for Embossed Embroidery in the Embroidery Course at Padang State University." This research was motivated by the need to address students' challenges in the embroidery course, particularly in the limited resources available on the subject. The purpose of this study is to produce learning media in the form of valid and practical teaching materials. This study is a Research and Development (R&D) study. The research procedure uses a 4-D model consisting of the definition stage (Define), the design stage (Design), the development stage (Develop) and the stage (Disseminate). However, in this study disseminate was not used due to the limitations of the researcher. Data were obtained from validity tests, practicality tests of the course supervisor lecturer, practicality tests of small groups and practicality tests of large groups. The validators consisted of media validation and material validation totaling 4 people. Based on the results of the validity test of the Embroidery teaching materials, an average score of 4.35 was obtained with a very valid category. Furthermore, the results of the practicality test obtained a score of 85% with a very practical category. Therefore, it can be concluded that this teaching material is suitable for use as a learning medium for embossed embroidery.

Based on the description above, the objectives of this study are: 1. To determine the feasibility of the embroidery tutorial book to improve vocational skills in deaf children at Karimun State Special School in terms of validity and material experts and media experts as well as teacher responses. 2. To determine the effectiveness of the embroidery tutorial book in improving vocational skills in deaf children at Karimun State Special School.

METHODS

The research was conducted using the Research and Development (R&D) method. Research and Development is a research approach used to identify and evaluate product performance (Sugiyono, 2022). Research and development is a type of research aimed at improving and testing a product (Nata Anggri Dwi, 2024). In this study, the researcher chose Thiagarajan's 1974 4-D design model, which consists of four development stages: Define, Design, Develop, and Disseminate. Understanding Thiagarajan's Four-D development design flow, in this paper, the author adopted Thiagarajan's Four-D model, modified by Mesra (2023), which consists of the Define stage, the Design stage, and the third stage, Development. Once the product is deemed feasible, the development of the tutorial book for vocational embroidery training, which the author modified, was carried out solely up to the third stage: Define, Design, and Development.

The population in this study consisted of two children as research subjects, and the sample in this study consisted of two people with a saturated sampling technique or total sampling which involves taking a sample in the form of the total number of all members in a particular class or group. The data collection instruments used in this study were three validation questionnaires used to measure the validity of the media created by the researcher. The validity of this media was validated by two expert validator questionnaires and one teacher response questionnaire.

RESULT AND DISCUSSION

The stages in developing this media used Thiagarajan's four-D development research model, which consists of four stages: Define, Design, Development, and Disseminate. This model has been adapted to define, design, develop, and disseminate, but this research model was modified to only three stages (Mesra, 2023). These stages consist of Define, Design, and Development.

a. Define Stage

This stage defines the learning needs of deaf children. The needs of deaf children are to improve vocational skills, particularly embroidery.

1) Preliminary and Final Analysis

This preliminary and final analysis aims to identify the problems faced by deaf children at Karimun State Special School in the learning process to improve vocational skills. Through this stage, an overview of the facts, problems, and alternative solutions to the identified problems can be obtained, allowing the researcher to determine the product to be developed. Based on the initial analysis, we identified problems regarding embroidery vocational skills and an alternative solution, namely the development of an embroidery tutorial book to improve the vocational skills of deaf children at Karimun State Special Needs School.

2) Analysis of Deaf Children

This analysis of deaf children aims to determine the vocational skills of deaf children. The following observations illustrate the vocational skills of the deaf children who were the subjects of this study.

- a) Children understand the teacher's instructions.
- b) Children follow sewing and embroidery skills using the teacher's instructions as guidance.
- c) Lack of embroidery infrastructure.
- d) Lack of embroidery tutorial books to improve the vocational skills of deaf children.

Based on the above problems, we can address these by developing an embroidery tutorial book to improve the vocational skills of deaf children.

3) Concept Analysis

This concept analysis aims to fulfill the principle of developing concepts or materials used as a means to achieve basic competencies and competency standards. The basic competency is vocational embroidery skills. The competency standard allows deaf children to improve their vocational embroidery skills. To achieve this goal, appropriate methods, strategies, and media are needed. Learning is considered ineffective if it relies solely on instructions. This research is expected to assist educators in implementing vocational embroidery instruction for deaf children.

4) Task Analysis

Task analysis is conducted to identify the key abilities and skills that children must master. In this study, the abilities that deaf children must master are: children's ability to perform embroidery activities using media that will be developed in an embroidery tutorial book. The following are some of the tasks deaf children must face:

- a) Children's ability to understand embroidery.
- b) Children's ability to understand embroidery tools.
- c) Children's ability to understand embroidery materials.
- d) Children are able to understand the types of stitches used in embroidery.
- e) Children are able to create embroidery designs correctly and neatly.

This embroidery tutorial book is expected to assist and facilitate children in their vocational embroidery activities.

5) Specification of Learning Objectives

The specification of learning objectives is the expected change after learning using the media developed by the researcher. This change can occur if children successfully understand the learning material presented by the teacher. The specific learning objectives in this study are to improve the vocational skills of deaf children at Karimun State Special School.

b. Design Stage

This stage is where the design of the research product, in the form of an embroidery tutorial book to improve the vocational skills of deaf children, is carried out. This stage involves several design steps, namely:

1) Initial Media Design

This stage is the first step in determining a suitable and appropriate media product to facilitate embroidery learning for deaf children. At this stage, the researcher analyzed the results of observations made regarding the needs of deaf children in embroidery vocational skills.

2) Media Design

This stage involved determining product specifications in terms of appearance, needs, and materials for the embroidery tutorial book. The researcher created a media sketch complete with product specifications to facilitate the Graphic Designer's design.

3) Embroidery Tutorial Book Media Creation

This stage explains the steps in creating an embroidery tutorial book for vocational learning for deaf children at Karimun State Special Needs School. This creation involved the use of graphic design services to create the product according to the researcher's desired appearance and design. The researcher then selected high-quality, moisture-resistant paper. Discussions were held between the researcher and the product manufacturer (embroidery tutorial book) regarding the desired product specifications. The process of creating the embroidery tutorial book involves several stages:

- a) The researcher sketched out the contents of the embroidery tutorial book.
- b) The researcher wrote the content of the material to be included in the book.
- c) The researcher selected the images to be embroidered.
- d) The researcher determined the background color for the embroidery tutorial book.
- e) The type of font for the embroidery tutorial book.
- f) The researcher selected the paper material to be used in the embroidery tutorial book.

After all the media creation was complete, the researcher presented it to the validator team, consisting of material experts and media experts, to conduct a questionnaire assessment and receive suggestions and input from the media and material validator team.

4) Development Stage

In this stage, the researcher continued developing the embroidery tutorial book for deaf children at Karimun State Special School (SLB Negeri) in accordance with the suggestions and input from the validator team, including media experts and material experts. The results of the assessment by the validator team included media experts, material experts, and teacher responses.

The validity criteria in terms of media experts, materials, and teacher responses can be seen from the following assessment percentages:

Table 1. Validity Criteria

Quality Score	Assessment criteria
81%-100%	Very Valid
61%-80%	Valid
41%-60%	Quite Valid
21%-40%	Less Valid
0%-20%	Invalid

Table 2. Media Validator Assessment Results Table

No	Number of Questions	Validator	
		1	2
1	12	73%	93%
Category		Valid	Very Valid
Total		83%	
Category		Very Valid	

Based on the table, the assessment results by media expert validator 1 obtained an average value of 73% with a valid category, then the assessment results from validator 2 obtained an average value of 93% with a very valid category. The overall total from media experts validator 1 and validator 2 was 83% with a very valid category.

Table 3. Material Validator Assessment Results

No	Number of Questions	Material Validator	
		1	2
1	12	80%	80%
Category		Valid	Valid
Total		80%	
Category		Valid	

Based on the table above, the assessment results by validator 1's material experts obtained an average value of 80% with a valid category, then the assessment results by validator 2 obtained an average value of 80% with a valid category. The total of the overall assessments of validator 1 and 2's material experts obtained 80% with a valid category.

Table 4. Teacher Response Assessment Results

No	Number of Questions	Teacher Response	
		1	2
1	12	80%	87%
Category		Valid	Very Valid
Total		83,5%	
Category		Very Valid	

Based on the table above, the assessment results for Teacher 1's responses yielded an average score of 90%, categorized as very valid. The assessment results for Teacher 2 yielded an average score of 87%, categorized as very valid. The assessment results for Teacher 3 yielded an average score of 100%, categorized as very valid. The total score for Teachers 1, 2, and 3 yielded a score of 92%, categorized as very valid.

Effectiveness Test

To determine the effectiveness of the embroidery tutorial book in improving vocational embroidery skills in deaf children at Karimun State Special Needs School (SLB Negeri Karimun), a pretest and posttest were used. The N-Gain calculation was obtained from the pretest and posttest scores. The students' results were analyzed using the overall percentage of each indicator using the formula:

$$\text{N-Gain} = \frac{\text{Skor post-test} - \text{Skor pre-test}}{\text{Skor ideal} - \text{skor pretest}}$$

(Gulo & Harefa, 2022)

The results of the final percentage analysis obtained from the research are interpreted using the following criteria:

Table 5. Validity Criteria

Limitation	Category
$g > 0,7$	High
$0,3 < g < 0,7$	Currently
$g < 0,3$	Low

(Akbar et al., 2022)

The N-Gain calculation is obtained from the pre-test and post-test scores as follows:

Table 6. Student N-Gain Score Assessment Results

No	Student Name	Evaluation		N-gain Score	Category
		Pretest	Posttest		
1	NPD	16	38	0,8	High
2	ACJW	15	36	0,7	High

Table 7. Overall Student N-gain Score Assessment Results

Skor Σ	Pretest	Posttest
Maximum	16	38
Minimum	15	36
Average	15,5	37
N-gain score assessment results	0,75	

The table above shows the results of the N-gain score assessment for the pretest-posttest trial. Each student received a high score. The following table shows that the results of the pretest and posttest trials showed an overall increase. The pretest results showed an average score of 15.5, with an increase in the posttest results to an average score of 37. The results of the N-gain score trial showed that the overall students received an average score of 0.75, which is considered high when interpreted.

This discussion discusses the feasibility and effectiveness of embroidery tutorial books to improve vocational skills in deaf children at Karimun State Special Needs School. This study aims to determine the feasibility of the media and improve learning about vocational skills as seen from the effectiveness test.

1. Feasibility Test Results

The research results of the development of an embroidery tutorial book for deaf children at Karimun State Special Needs School (SLB Negeri) have been declared highly feasible by the media and material validator teams. This media was deemed highly feasible after undergoing several stages of revision. The aspects validated by the media and material validator teams included media feasibility, material suitability for student abilities, and usability. This assessment was based on four validators: two media and two material validators. The media was then assessed by teachers using a teacher response questionnaire consisting of homeroom teachers of ninth-grade deaf children.

The validation results included criticism, suggestions for improvement, and input from the validators regarding the embroidery tutorial book. This input was then discussed with the supervising lecturer to determine the next stage of improvement. One of the suggestions for improvement from the media validators was the type of writing, the addition of a header at the top to make it more attractive, and a change in font type. The scores obtained from the media and material validators, as well as the teacher response assessment, included: The media validator team obtained an average score of 83%, categorized as very valid, the material validator team obtained an average score of 80%, categorized as valid, and the teacher response assessment obtained an average score of 83.5%, categorized as very valid. The results of the validator assessment of the development of the embroidery

tutorial book media to improve the vocational skills of ninth-grade deaf children at Karimun State Special Needs School met the "very valid" criteria, meaning the media was highly suitable for use and testing on research subjects.

The embroidery tutorial book media focused on training vocational skills in deaf children, as stated by (Cendaniarum & Supriyanto, 2020) regarding vocational skills, namely educational programs aimed at providing students with the skills and abilities necessary for survival in the workplace or society. Similarly, (Zahroh & Hasan, 2022) explained that given that deaf children have a visual-based memory, practical activities that they see and apply will be easier for them to understand than theoretical explanations. Therefore, embroidery training is an appropriate training program for deaf children.

The embroidery tutorial book features an attractive graphic design with animations and step-by-step instructions, stimulating interaction and delivering the information clearly. As stated by Fauziah & Agustin (2020), a tutorial book is a tool for learning and comprehending material through sequential steps. It conveys information in a coherent and well-received manner using visual elements such as images, film clips, or displays.

2. Effectiveness Test Results

The results of the embroidery tutorial book, developed by the researchers, met high criteria for improving the vocational skills of ninth-grade deaf children at Karimun State Special School (SLB Negeri Karimun), which met the gain-score criteria. These assessment results were obtained based on pre-test and post-test results to determine whether or not the children improved after using the embroidery tutorial book.

The results of the effectiveness and increase in the pre-test and post-test trials using the N-gain (G) formula are 0.75, so if interpreted it is included in the high category. This trial, in addition to using pre-test and post-test trials, also uses treatment/intervention to stimulate and assist children in using embroidery tutorial books and see whether there is an increase in deaf children in embroidery vocational skills activities. This treatment/intervention activity was carried out for 4 meetings with the following process: in the first treatment meeting, the researcher introduced the tutorial book media and how to use it, in the second to the fourth meeting, the researcher asked the children to use the media with the aim of remembering the tools and materials as well as the stitches in embroidery. After completing the treatment/intervention on the children, the researcher then conducted a post-test test on the children with the same questions as the pre-test.



Figure 1. Pre-test activity





Figure 2. Treatment/intervention activities



Figure 3. Post-test activities



Figure 4. Children's embroidery results

CONCLUSION

Based on the research findings on the development of an embroidery tutorial book to improve vocational skills in deaf children, the following conclusions can be drawn:

1. The media validator team obtained a score of 83%, categorized as very valid; the material validator team obtained a score of 90%, categorized as very acceptable; and the teacher questionnaire also obtained a score of 92%, categorized as very valid. In conclusion, this embroidery tutorial book is highly valid for use at Karimun State Special Needs School (SLB Negeri Karimun).

2. The effectiveness of the embroidery tutorial book for deaf children at Karimun State Special Needs School (SLB Negeri Karimun) has been tested through pretest and posttest trials. The pretest-posttest calculation showed an increase and an improvement with a score of 0.85. Based on the N-gain formula, a score of 0.85 is considered high or effective for deaf students at Karimun State Special Needs School (SLB Negeri Karimun).

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