



Evaluation of the Implementation Process of the Batik Curriculum for Deaf Children as a Support Effort to Increase Student Independence

Varary Mechwanitiara Cantika¹, Rizal Kailani², Rina Kusweni³

^{1,2} Department of Curriculum Development, Indonesia University of Education

³ SLB Negeri Seduri Mojosari Mojokerto

Corresponding author, email: vararymc@upi.edu

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Abstract

The life skills curriculum is one of the curricula initiated to bring out the independence of deaf children. One of the areas of life skills taught to deaf children in Indonesia is batik life skills. This research aims to describe the evaluation of implementing the batik curriculum for deaf children as a support for increasing student independence. This descriptive evaluation research uses a case study design and a qualitative approach. The evaluation model used is the CIPP evaluation model, which is limited to process components. Data collection in this research was carried out by interviewing one of the batik teachers at SLB Negeri Seduri Mojosari Mojokerto. Interview questions were based on research instruments and evaluation criteria. Data analysis in this research uses interactive model analysis. The results in this study were also tested for the validity of the data. In general, the research results show that implementing the batik life skills curriculum, which was reviewed as an effort to increase the independence of deaf children, showed promising results. These good results are viewed from the objectives, learning materials, materials, methods, media, and learning evaluations the teacher implements.

INTRODUCTION

Children with special needs in education require training related to daily life (Aydin, 2015). The pedagogical principle applied in education for children with special needs is student-centered learning and can be meaningful learning for all students involved. Such learning can be achieved through learning life skills or life skills (Madani, 2019). More broadly, learning life skills includes more complex life skills, such as setting realistic goals, making decisions, solving problems, evaluating the results of their actions, and developing appropriate personal and interpersonal skills (Kingsnorth et al., 2015).

The urgency of learning related to these skills is helpful so that students can face challenges in everyday life, including personal matters and positive social interactions. Life skills learning should be taught formally in all academic subjects and not separately from other learning content in the school curriculum (Helm-Stevens et al., 2019; McPherson et al., 2016; Smart et al., 2017). Several findings also state that life skills, especially in the social sector, are one type of life skill that is very important to be

given to children at the upper secondary education level in order to face life's needs as adults, including children with special needs (Ahmad Alwadai, 2023; Hardcastle et al., 2015; O. Lee et al., 2017)

A learning transition to prioritize life skills for children with special needs is necessary, considering they also have a role in society. These roles include educational, post-school, home maintenance, community involvement, and personal and social relationships. This learning transition process can be carried out by involving stakeholders such as school institutions, parents, and natural support from the community (DuPaul, 2018; Haack et al., 2019; Pfiffner et al., 2018). Viewed from the perspective of individual development, a child with special needs who is growing up needs to be encouraged to use independence in life that is obtained through mastering life skills. Hence, these skills must be strengthened (American Academy of Pediatrics Committee on Children with Disabilities, 2000; Hilt & Riese, 2022).

Previous studies found that children with special needs do not fully have life skills supporting their independence (Brooks et al., 2014; King et al., 2018; Tassé, 2021). Referring to previous research findings, it is necessary to provide learning opportunities for children with special needs that enable them to develop and

improve their life skills (Aprilia et al., 2019). Life skills learning can be implemented through the life skills curriculum, considering the critical position of the curriculum as one of the most critical components in implementing an educational program. The vital position of the curriculum is expected to be a means of realizing high-quality education (Baysha & Astuti, 2016).

Apart from that, in implementing the curriculum, there are also many parties involved. The involvement of these parties shows that the curriculum is a system or program. The result of the curriculum as a system or program is the creation of a new curriculum while still paying attention to the curriculum dynamically (Cantika, 2022; Nur, 2021). Evaluation of the curriculum can be achieved through various efforts. One type of evaluation widely used to assess the implementation of a program is the CIPP model evaluation developed by Stufflebeam (1971). The use of CIPP evaluation in evaluating the implementation of education programs in Indonesia for children with special needs has been widely carried out. However, only a few researchers have evaluated the implementation of education or life skills learning, especially in increasing independence for children with special needs (Ariza & Ekawatiningsih, 2016; Fauziah et al., 2022; Syamsi, 2016). This reason makes researchers interested in evaluating the implementation of the life skills curriculum and is linked to increasing the independence of children with special needs, namely deaf children.

Curriculum Evaluation

Evaluation is an activity in the form of a process. It is carried out thoroughly to obtain, receive, and convey information to assess the feasibility of implementing a program and the extent to which it has been implemented successfully (Stufflebeam, 1971). Evaluation can also be interpreted as an activity to create, compile, and assess the feasibility of a policy or program's planning, implementation, and results (Stafford, 2019). Evaluation is a series of actions to assess program implementation criteria that have previously been agreed upon and can be accounted for (Granberg et al., 2021). It can be concluded that curriculum evaluation is a series of processes in the form of comprehensive actions to assess the success of a program or policy that has been implemented based on previously established program or policy implementation criteria.

CIPP Model Evaluation for Curriculum

CIPP evaluation is an evaluation model developed by Stufflebeam and can be used to improve the curriculum and make decisions regarding the follow-up to an educational program being implemented. CIPP is an acronym from the initial letters, containing four words: context evaluation, input evaluation, process evaluation, and product evaluation. CIPP evaluation views a program as a unified system by referring to each program's supporting component. That is the most common evaluation model used in conducting evaluations in the education sector (Kim, 2019).

The main characteristic of this evaluation model is that it provides suggestions for improvement rather than proving the implementation of a program (Stufflebeam & Shinkfield, 1985). The CIPP model's evaluation criteria are prepared based on each component to produce a systematic and structured evaluation (S. young Lee et al., 2019). CIPP evaluation focuses on the results obtained in implementing learning and covers the school environment and all curriculum components. This evaluation model is implemented by comparing actual performance and agreed standards (Dizon, 2023).

Evaluation of the process components directs the evaluator to monitor, document, study, and report on the implementation of the program plan. Apart from that, in this component, the evaluator also provides feedback regarding the program's implementation process, feedback after the program has been completed, and reports on the continuation of the program according to targets and needs (Stufflebeam & Coryn, 2014). Process evaluation is an evaluation component regarding continuous examination of the program implementation plan and records of the program implementation process, such as the program implementation schedule, types of activities implemented, and learning methods applied (Stufflebeam & Shinkfield, 2007).

Life Skills

Life skills are the abilities a person needs to adapt and interact with the social environment they obtain through education. These abilities include communicating, thinking creatively, building interpersonal relationships with other individuals, skills, decision-making, critical thinking, self-awareness, emotional control, and problem-solving (Pramesti Anindyawardhani et al., 2023; Purba Bagus Sunarya et al., 2018). Life skills also refer to the understanding of the interaction between knowledge and skills that are important for someone to have so that they can live independently and overcome problems by finding solutions to their problems (Akhadiyah et al., 2019; Jaya et al., 2018).

The basic concept of life skills in the national education system includes four primary abilities: a) personal skills consisting of self-awareness and social skills; b) academic skills; c) social skills; and d) vocational skills. The urgency of applying life skills in education is to provide students with training and prevention related to life problems to develop independence within themselves and understand the values they must have in life (Chaiyama & Kaewpila, 2022; Dewi & Primayana, 2019). Life skills are also a form of realization of the idea of the need to increase human resources through the field of education, where this improvement focuses on the quality of thinking, physicality, and heart and can encourage students to choose activities or activities that they should do as humans (Buchert, 2014).

Life skills are closely related to independence, mainly when applied to children with special needs. Several previous studies have shown the relationship between life skills and the independence of children with special needs. Apart from that, it is also stated that children with special needs who receive life skills learning adapt more quickly to society and obtain jobs than those who do not receive life skills learning (Ayres et al., 2013; Behroz-Sarcheshmeh et al., 2017; Hallahan et al., 2015; Kazemi et al., 2014).

Life Skills Curriculum for Deaf Children

The existence of the life skills curriculum is present as an initiation of efforts and awareness regarding the importance of mastering life skills. This condition was driven by the awareness of teachers at the secondary school level who saw that most of their students were resistant to the learning provided at school. According to them, this rejection was based on the perception that the material, activities, and learning had little relevance to their experiences in everyday life. One strategy that can overcome such conditions is connecting classroom learning activities and students' real-life experiences (Patton et al., 1989).

The application of the life skills curriculum for deaf children has been demonstrated in several scientific literature, especially about social skills, namely independence, which is the leading study in this research. Ashori (2021) in his research, shows that the majority of deaf students have poor social skills. Moreover, the main content areas in the life skills curriculum they receive are more encouraged in the law than focused on in the functional curriculum for deaf children. In fact, for deaf students, the

functional curriculum supported by the academic curriculum allows them to utilize functional skills to live and work in the surrounding community. The increase in life skills curriculum scores on the social skills aspect indicates that long-term, extensive teaching could be beneficial to continue by including the necessary functional life skills into the curriculum for deaf students.

Similar research was conducted by Adibsereshki et al. (2015) who stated that deaf students have the right to receive learning that can encourage their independence and help them prepare themselves when they enter society. This learning is learning that can optimize the abilities of each deaf student. Narges' research proved that the life skills curriculum is efficacious in improving the social skills of deaf students. Viewed from the social skills aspect, learning in the life skills curriculum provides learning for deaf students to communicate effectively, avoid misunderstandings with people around them, increase interaction, hear more effectively, increase self-awareness, and increase their ability to think. Creative and able to provide positive feedback. These abilities can encourage increased independence for deaf children, making it easier for them to be in the social environment of society.

METHODS

Research Design

This research uses a descriptive evaluation method case study design with a qualitative approach. The evaluation model used in this research adopts the CIPP evaluation model, which includes context, input, process, and product (Stufflebeam & Coryn, 2014). However, the use of the CIPP evaluation model in this research is only limited to the process component. Specifically, this research only evaluates the implementation of life skills learning in batik learning. Evaluation of the process components in this research focuses on the application of learning, namely: objectives, learning materials, materials, methods, media, and learning evaluations.

Data Collection Technique

The data collection technique used in this research is interviews. The interview technique used was a semi-structured interview. The interview in this research was conducted with one SMALB teacher in batik life skills at SLB Negeri Seduri Mojokerto. The interview instrument in this research was tested using construct validity, namely face validity in research expert judgment. Expert judgment was carried out by one curriculum expert and one education expert for children with special needs.

The interview instrument in this research was also used as a criterion in evaluating the implementation of the life skills curriculum at

SLB Negeri Seduri Mojosari Mojokerto. Researchers prepared the criteria in this study by referring to several scientific literature and documents regarding craft and craft learning outcomes for special education in Phase F (mental age \pm 10 years and generally classes XI and XII) issued by the Standards, Curriculum, and Assessment Agency Education Number 008/H/KR/2022.

Data Analysis Techniques and Data Validity

Interview data analysis was carried out using the interactive model analysis technique described by Miles & Huberman (1992), which consists of data collection, data reduction, data exposure, concluding, and verification. In addition, because this research is qualitative, a validity test was carried out to avoid doubts about the research results, which were carried out in several stages, namely: credibility test, transferability test, dependability test, and confirmability test (Kynge et al., 2020).

RESULTS AND DISCUSSION

Evaluation of Learning Objectives in the Batik Curriculum Implementation Process

Learning objectives are one of the most critical indicators when evaluating the implementation of learning. In the field of life skills, it is known that teachers set learning objectives that are tailored to each learning achievement at each different meeting. Even though there are different learning objectives, in general, the overall objective of a series of learning in the field of batik life skills at SLB Negeri Seduri Mojosari Mojokerto is aimed at providing provisions for students to become individuals who are capable of being entrepreneurs independently or working in business fields that are relevant to batik skills.

An examination of the overall results of the curriculum process in terms of learning objectives shows appropriate results. These results are based on the evaluation criteria determined by the researcher. It is known that the overall aim of a series of lessons in the field of batik life skills at SLB Negeri Seduri Mojosari Mojokerto is to provide provisions for students to become individuals who are capable of becoming independent entrepreneurs or working in business fields that are relevant to batik skills.

Determining learning objectives for batik life skills, which are applied in the field of life skills at SLB Negeri Seduri Mojosari Mojokerto,

is also in line with the planning concept in the curriculum. This concept emphasizes that the curriculum requires a series of good plans that align with the learning to be implemented (Muflihin et al., 2023). Therefore, referring to the finding result, it can be seen that the life skills curriculum includes professional management of resources owned by children with special needs and utilized optimally in effective and efficient ways so that they have high benefits from independent personalities and can survive in social life (Madani, 2019).

Implementing the life skills curriculum for children with special needs is also a form of providing educational programs that can provide opportunities for children with special needs in the community (Wijaya & Syarifah, 2022). Through a series of learning processes, it can also be seen that the existence of the batik life skills field at SLB Negeri Seduri Mojosari Mojokerto is a manifestation of genuine life reflection efforts so that students have life skills and are ready to live in society (Plomp, 2013). Bearing in mind, social skills, one of which in this research is focused on independence, are one of the essential skills that deaf children must have so that it does not hinder their life transition process from school life to community life (Baranauskienė & Kovalenko, 2021).

Evaluation of Learning Materials and Materials in the Batik Curriculum Implementation Process

Based on the results of interviews with teachers in the field of batik life skills, it is known that these teachers use a variety of learning materials and materials to achieve learning success more optimally. The primary material teachers use as a reference in carrying out batik learning for deaf children is the stamped batik skills handbook for deaf children at the SMALB level issued by the Ministry of Education, Culture, Research, and Technology in 2017. Meanwhile, this relates to the learning material presented. The teacher said he had adapted the learning material to the syllabus or teaching handbook.

An examination of the overall results of the curriculum process in terms of materials and learning materials shows appropriate results. These results are based on the evaluation criteria determined by the researcher. This condition shows the teacher's total awareness and good practices regarding the role of learning materials and materials to support the successful implementation of the field of batik life skills. Teaching materials show that the teacher is carrying out the information structuring stage (compilation or wrap-around text) about developing teaching materials (Sugiyanto et al., 2021).

Referring to this, the handbook used by the batik teacher at SLB Negeri Seduri Mojokerto is directly used in the learning process and only adds a few aspects. These aspects are adapted to student learning guidelines relating to how to use

the material taught, exercises or tasks that students need to master, and feedback that can be given to students (Buchert, 2014). The use of teaching materials in the form of a stamped batik skills handbook for deaf children at the SMALB level issued by the Ministry of Education, Culture, Research, and Technology in 2017, which is used by teachers at SLB Negeri Seduri Mojosari Mojokerto shows conformity with the learning objectives implied in the RPP or Syllabus.

Evaluation of Learning Methods in the Batik Curriculum Implementation Process

Learning methods also play an essential role during the learning process. Based on the results of interviews with teachers in the field of batik life skills, it is known that teachers use varied learning methods to achieve competence in their students. In particular, project-based learning (PjBL) and roleplaying learning methods are the most widely applied by teachers during the learning process in batik life skills. The use of varied learning methods is also one of the teacher's efforts to encourage mastery of hard skills and soft skills for deaf students in the batik class they teach.

An examination of the overall results of the curriculum process in terms of learning methods shows appropriate results. These results are based on the evaluation criteria determined by the researcher. This method is appropriate because the field of batik life skills requires significant project skills from the students themselves. Moreover, the project-based learning (PjBL) learning method is also suitable for improving the abilities of deaf students in the cognitive and psychomotor domains (Ghosheh Wahbeh et al., 2021; Rahayu & Munadhiroh, 2020). Apart from that, the results of the interviews, which were adjusted to the evaluation criteria set by the researchers, also showed that applying the project-based learning (PjBL) learning method supports improving the hard skills and soft skills of deaf students.

Apart from the project-based learning (PjBL) learning method, it is known that teachers also apply the roleplaying learning method. According to the researcher's analysis, the roleplaying learning method is inappropriate for applying batik life skills. That is because the roleplaying learning method is a method that prioritizes the active involvement of students in imagining themselves according to the material being taught in the batik class. It would be better if, apart from applying the project-based

learning (PjBL) method, the teacher chose to apply the demonstration learning method compared to the roleplaying learning method. Remember, the demonstration learning method is a learning method in which the teacher uses visual learning media to show videos or images (Puspitarini & Hanif, 2019; Reiner et al., 2014). Choosing this alternative method will be appropriate and appropriate for the learning obstacles that deaf children have.

Evaluation of Learning Media in the Batik Curriculum Implementation Process

The choice of learning media also supports successfully implementing the life skills curriculum at SLB Negeri Seduri Mojosari Mojokerto. Considering that the students in the batik-making class are children with hearing impairments, the learning media that teachers widely use is media that emphasizes visual elements, such as photos and videos. The teacher stated that deaf students in his class were interested in video learning media because they were considered more exciting and colorful. Hence, this had a good impact on each student's understanding. The teacher said that through photo and video media, the delivery of batik learning material, such as tools and materials, the batik process, and the batik finishing stages, became more accessible to convey to the students.

An examination of the overall results of the curriculum process in terms of learning media shows appropriate results. These results are based on the evaluation criteria determined by the researcher. Choosing learning media that prioritizes visual media, such as photos and videos, is suitable for deaf children. That is because deaf children have the most dominant sense of sight and the impaired sense of hearing (Abikoye et al., 2020; Holmes, 2017). Hearing impairments experienced by deaf children also encourage the need for different learning from normal children or children who do not have hearing impairments (Nelson & Bruce, 2019).

The selection and use of appropriate and optimal learning media will increase the interest of deaf students in participating in a series of learning processes, especially in the field of batik life skills. The teacher's task is to explain these media with precise lip movements so that deaf children can easily understand them. Apart from precise lip movements, the teacher's social competence in communicating with deaf children is also demonstrated in this process. Teachers must be able to compose short and straightforward sentences even though they do not comply with appropriate linguistic rules (Montiegel, 2022).

Evaluation of Learning Evaluation in the Batik Curriculum Implementation Process

The final stage of a learning series is often interpreted as the learning evaluation stage. However, the life skills teacher in this study stated that evaluations were carried out not only when class ended but also during the learning process. Some of the teacher's assessments or evaluations of deaf students in the batik classes they teach emphasize knowledge assessment, attitude assessment, and skills assessment. Teachers carry out knowledge assessments by pre-tests and post-tests on their students.

The pre-test assessment was carried out to measure students' initial understanding of batik skills. Meanwhile, the post-test assessment was carried out to measure the increase in student learning outcomes after participating in batik life skills learning. Besides assessing knowledge, teachers also carry out attitude assessments during the learning process, which is carried out through observation. Teachers carry out the skills assessment by looking at the results of their student's work, which is done through the LKPD assessment.

An examination of the overall results of the curriculum process in terms of learning evaluation shows appropriate results. These results are based on the evaluation criteria determined by the researcher. Each of these assessments has different uses but is mutually sustainable and closely related to student learning outcomes, which in this research is focused on their relationship to the independence of deaf children. A series of learning assessments carried out by teachers shows that teachers are aware of the importance of learning quality. Learning evaluation in this research refers to the teacher's assessment of the student's abilities (cognitive abilities) in line with Bloom's Taxonomy theory.

This theory reviews a student's abilities from the lowest level to the highest level. Each level in this theory correlates with one another. In order to reach the highest level, students must master the previous level (Sagala & Andriani, 2019). Teachers carry out the attitude assessment as a manifestation of conformity with the objectives of the life skills curriculum. It is known that one of the primary abilities contained in life skills is social skills. The limitations of deaf children cause them to experience difficulties in social adaptation to their environment (Wolters et al., 2014).

Another factor that influences the low

social adaptation of deaf children is family relationships. Deaf children from families with normal hearing abilities will experience language delays. This delay has an impact on the development of communication and understanding of other people's thoughts or feelings, the ability to control emotions, the level of understanding of social rules, and understanding of social functions (Bennett et al., 2022; Holman et al., 2022; Timmer et al., 2023). Therefore, attitude assessment is one of the critical assessments that must be carried out by deaf teachers, which is also in line with life skills goals.

Meanwhile, skills assessment in the form of LKPD assessment is also essential in implementing the life skills curriculum at SLB Negeri Seduri Mojosari Mojokerto, especially in batik life skills. That is because batik skills place great emphasis on work or portfolio skills. So, it can be concluded as a whole that the results of the evaluation of learning in the field of batik life skills at SLB Negeri Seduri Mojosari Mojokerto are in line with the research evaluation criteria, which were also prepared based on the implementation of evaluations in the field of batik life skills and issued by the Ministry of Education, Culture, Research, and Technology.

CONCLUSION

Even though it shows good evaluation results, this research has several limitations. Therefore, it is recommended for further research to evaluate the implementation of curriculum in other areas of life skills over a more extended research period. In addition, considering that this research is only limited to the curriculum process components, future researchers should be able to adopt all components in the CIPP evaluation model so that the research results can be more comprehensive. Future researchers can also evaluate the implementation of other areas of life skills and relate it to other social aspects closely related to deaf children or children with other special needs so that there is novelty in future research.

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