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Printing Tools to Make Paper Bags Worth For Selling Students with intellectual Disabilities

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ABSTRACTS

This study was to determined the effectiveness of using printing equipment to made paper bags suitable for sale for students with intellectual disabilities. This researched was a classroom action researched using the demonstration method. The subject of research was class X which consists of 4 students at special needs school-C Sukapura Bandung. The results showed an increase in the ability of students with intellectual disabilities in making paper bags worth selling, where each student could exceed the specified minimum completeness criteria of 80. This was because the tool could ease the difficulties experienced by students with intellectual disabilities, in terms of neat folding, standard measurements, gluing, and speed, when the paper bags manufacturing processed, is worth selling. With this tool, students with intellectual disabilities would have the skills, so they could live independently after graduation.

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1. INTRODUCTION

A printing tool was a simple tool made of plywood with a working method that was easy for students with intellectual disabilities to do, this tool could help them produce paper bags that were proportional in shape and size and speed up manufacturing time. This agrees with some research when designing Corn chips maker with electric system, easy to operate (no special skill required). Printed tools include skills learning practice media that were modified to suit the needs of students with intellectual disabilities. Students with intellectual disabilities retardation when making paper bags had difficulty in the stages of measuring, folding, gluing, and speeding (first aid).

Sellable paper bags are paper bags that have standard sizes in the market and are neatly shaped so that they are suitable for sale. paper bags are made from used paper which is used as another form so that it is useful and has economic value, a paper bag or goodie bag is defined as a bag that can be used as a container, which can be filled with food, snacks, children's toys or goods. -other items as souvenirs.

Students with intellectual disabilities are those who experience obstacles in their intelligence, several obstacles appear in students with intellectual disabilities in terms of cognitive and at the same time become characteristics, as follows: a) tend to have concrete thinking skills and find it difficult to think, b) have difficulty in concentration, c) limited socialization skills, d) unable to store difficult instructions, f) less able to analyze and assess. With these characteristics, one of the ways to improve the quality of life, of course, must be given a skill program, one of which is to make paper bags that are worth selling.

Currently, many studies discussed printing equipment, including the developing fashion products using used cement bag paper with a low-impact approach (Jenifer *et al*., 2019). , Design and build a microcontroller-based paper bag adhesive device (Hanafi et al., 2021), Training on paper waste management into various recycled creations (Wahyuni *et al*., 2020), Stencil printing training to hone youth creativity. But until now there has been no research that discusses printing equipment to make paper bags suitable for sale for students with intellectual disabilities.

This researched aims to determine the effectiveness of using a printing press to made paper bags suitable for sale for students with intellectual disabilities. This researched was a classroom action researched using the demonstration method. The subject of research was class X which consists of 4 students at special needs school-C Sukapura Bandung. The results showed an increase in the ability of mentally retarded students in making paper bags that were worth selling. This increased in learning outcomes was due to directed demonstrations using printing equipment, making it easier for them when making paper bags that were worthy of sale. Where each student could exceed the specified minimum completeness criterion value of 80. This was because the tool could facilitate the difficulties experienced by mentally retarded students in neat folding, standard measurements, gluing, and speed when the process of making paper bags is worth selling. With this tool, students with intellectual disabilities would have the skills to live independently after graduation. The use of this printing tool could be applied by other teachers to make paper bags that were worthy of sale.

2. METHODS

2.1. Subject and location research

This study involved 4 students with intellectual disabilities at the Special Needs School (SLB), Bandung, West Java. This school was a special school for students with special needs.

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2.2. Research procedure

This researched focuses on the use of printing equipment to increased the manufacture of paper bags that are suitable for sale for students with intellectual disabilities. The researched flow includes: (1) Plan, (2) Act & Observe, (3) Reflect, (4) Revised plan, (5) Act & Observer, (6) Reflect that shown in **Figure 1**.

Section 1 explains the procedure for the researched flow of classroom action researched design which consists of several stages according to Kemmis & Taggart, namely with one device consisting of four components, namely action planning, observation, and reflection. The four components in the form of strands were seen as one cycle. Therefore, the cycle was a round of activities consisting of planning, action, observation, and reflection (Syaodih, 2015).

Figure 2 describes the procedure for classroom action researched activities consisting of the stages of planning, implementing, observing, and reflecting. In planning activities by identifying and assessing students, as well as discussing with colleagues who work together, this study formed team teaching. At the implementation stage of this action, this study carried out learning procedures based on the work of making paper bags using puzzle tools that were in accordance with the lesson plans/lesson plans made.

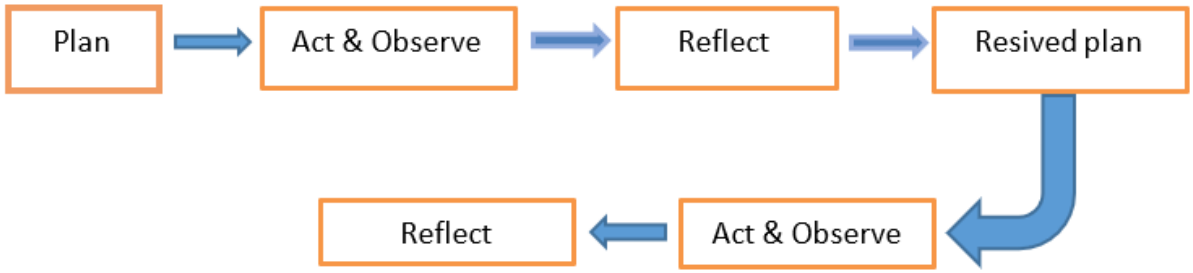

Figure 1. Kemmis & Taggart CAR design (Syaodih, 2015).

Figure 2. The procedure for classroom action research activities.

2.3 Activity procedure

The flow of activities to made paper bags with printing equipment is carried out in 3 cycles and each cycle consists of 2 meetings. The flow of the cycle is explained in the following.

The first cycle is in the following:

(i) Planning was the implementation of classroom action research by carrying out the following activities: Made lesson plan according to needed, created an instrument for observation, and created an evaluation tool.

(ii) Action, Carried out what procedures have been planned in the RPP.

(iii) Observation, the course of action taken in the teaching and learning process by collecting the necessary data (planning the course of the learning process) and analyzing it to made conclusions from the research.

(iv) Reflection, analyzing the results of observations and the effect of using printing tools to make paper bags that were suitable for sale to students with intellectual disabilities in

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class X at special needs school-C Sukapura and the impact of corrective actions taken and plans for improvement in the next cycle.

The second cycle is in the following:

(i) Planning, Determined how to solve problems based on the results of reflection in the first cycle.
(ii) Action, Carried out actions as stated in the lesson plan that has been developed according to the first reflection.
(iii) Observation, Observing the course of action taken in learning and the ability of students with intellectual disabilities in class X special needs school-C Sukapura.
(iv) Reflection, Reflecting on the implementation of the second cycle was followed by analyzing whether the problem has been answered or still requires action by carrying out the third cycle.

The third cycle is in the following:

(i) Planning, Determined how to solve problems based on the results of reflection in the second cycle.
(ii) Action, Carried out actions as stated in the RPP that has been developed according to the second reflection.
(iii) Observation, Observing the coursed of action taken in learning and the ability of students with intellectual disabilities retardation in class X special needs school-C Sukapura.
(iv) Reflection, Reflecting on the implementation of the third cycle and analyzing it, and drawing conclusions whether the use of printing equipment could improve the ability to make paper bags that were worthy of sale for students with intellectual disabilities in class X special needs school-C Sukapura.

2.4. Research instruments

In our researched activities we collected data through observation and performance tests. We made performance instruments in the form of making paper bags using printing tools. The instrument is in the form of an analysis task on how to make paper bags using a printing tool. The instruments were in **Table 1**.

The value of the ability to make paper bags that were worth selling would be carried out with the following steps:

(i) Calculate the total score of each meeting.
(ii) Calculating student scores in each meeting with the formula:
student acquisition $\frac{score}{max}$ **x** 100
(iii) Comparing student scores with minimum completeness criteria.

The results of the calculation of student scores from each of these tests are then compared between the results of the first cycle test results, the second cycle test results, the third cycle test results, and minimum completeness criteria. These results will provide an overview of improving the ability to make paper bags that are suitable for sale to mentally retarded students. The minimum completeness criteria set is 80.

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Table 1. Instruments of the steps for making paper bags with printing tools.

No	Image	Score	Description
1	Formation of paper bag body parts: Put the F4 size paper with the clean/plain side above and right on the blue border		
2	Paste the red print on the paper right in the red hole at the bottom of the paper		
3	Put the black gluing mold on the paper, apply glue with a brush to the gluing hole and save the print		
4	Fold the left side of the paper to the red print, fold the one that has been glued on top and trim it		
5	Formation of paper bag bottom part: Fold the bottom paper as far as the red print		
6	Open the folded paper again, press both ends of the top paper inward straightly, and press all parts of the paper neatly		
7	Put the green print on the paper according to the shape it fits, fold the rest of the top and bottom paper to fit the mold		
8	Glue each edge of the paper and either the top or bottom		
9	Removing the green print and tidying up the glued paper with the unglued paper at the bottom		
10	Removing color prints from paper bags		
	Total score		
	Value = acquisition score/maximum score x 100		

Note: Score 4 if students can do it themselves correctly, Score 3 if students can do with verbal assistance, Score 2 if the student can perform with little physical assistance, Score 1 if the student can perform with a lot of physical assistance, and Score 0 if students do not want to do.

3. RESULTS AND DISCUSSION

3.1. Student demography

Table 2 contains explanations and descriptions of the characteristics of mentally retarded students to be studied, namely 4 students. The characteristics of the student's condition are seen in daily life at school or when studying. The four students had the initials FM, FP, HD, and RN, as for their descriptions as shown in the table below.

Table 2. Student condition.

No	Student	Age	Condition	Notes
1	FM	17 years old	Weak motor skills, lack of concentration, stable emotions, can write simple, clean and tidy children, can read, quiet.	Can be directed
2	FP	18 years old	Good motor skills, diligent, thorough, shy, talk as needed and even then when asked, likes to cry if someone disturbs her or her work is not finished and will immediately be displeased, she likes to bring pictures to school, is honest, her child is clean and neat, can ride a motorbike, doing things is always clean, the color is good.	Geared for skills
3	HD	16 years old	Good motor skills, must be repetitive, quiet, lack of vocabulary, willing to do the assigned tasks, likes to color, enthusiastic for the arts, especially singing, dancing, clean/nice children.	Can be directed in the field of art
4	RN	18 years old	Good motor skills, IQ 62, diligent, happy to talk, sociable, cheerful, willing to do assignments as long as motivated first, can't tell the difference between money, can count up to 20, can imitate writing, children are still fickle, meaning that they can be carried away badly.	Stubborn sometimes

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3.2. Learning process activities

In the process of this learning activity, it will be described how learning activities make paper bags with printing tools, starting from the preparations made by the teacher, an overview of the ongoing learning activities in the delivery of materials, methods, strategies, the use of learning media and the involvement of teachers and students, as well as about the final activities. after learning is complete.

Cycle I is in the following:

(i) Initial activity, students are conditioned to be ready to learn, students and teachers pray together, greetings, students are absent by the teacher, students are asked to guess what is in the paper wrap shown by the teacher, delivering learning objectives and activities that will be carried out during learning.

(ii) Core activities, each student is asked to take one from the contents of the paper bag while closing his eyes, all students are asked to guess the object they are holding before opening their eyes, students sit in a semi-circle and watch the teacher introduce different kinds of food bags/packs, and will make one of the food wrappers made of paper, students pay attention to the shape of the paper bag to be made, ask and answer about the benefits of paper bags and mention the types of food that often use these bags, prepare tools and materials for the practice of making paper bags/fried wrappers, pay attention to the explanation of printing tools, frequently asked questions about printing equipment, pay attention to the demonstration of how to make paper bags/wraps with printing tools, students take turns imitating the steps of making paper bags by printing, students show the results of the paper bags they have made, student work is responded to by other students and teachers.

(iii) End activities, students display their paper bags, students answer questions from the teacher, students are allowed to ask questions that have not been understood, students and teachers conclude learning, conduct evaluation, pray together to prepare to go home.

Cycle II is in the following:

(i) Initial activity, students are conditioned to be ready to learn, students and teachers pray together, greetings, students absent from teacher, students share their experiences of buying food wrapped in paper bags, students listen to the learning objectives they want to achieve (students can make paper bags for their skills after graduation).

(ii) Core activities, students watch a video about the use of paper bags used by fried food sellers, students sit in a semi-circle, then watch the teacher explain the importance of paper bags for wrapping food, each student prepares a tool to practice making paper bags, students pay attention to the teacher's demonstration in making paper bags with printing tools, students are taught and guided to make paper bags with a printing press one by one while other students try themselves before getting their turn, students take turns playing a game of compiling pictures of the stages of making paper bags, all students take part in a paper bag making competition with printing equipment and the teacher prepares prizes for the fastest students and therapists for their work, all students show the paper bag they have made, all student results get responses, students with the best results are rewarded.

(iii) End activities, students display the paper bags they have made and are commented on by other students and the teacher, students ask questions about the material that has been taught, students are allowed to ask questions that have not been understood, students and teachers conclude the material that has been studied, students are given assignments, conduct evaluation, pray together.

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Cycle III is in the following:

(i) Initial activity, students are conditioned to be ready to learn, students and teachers pray together, greetings, students absent from teacher, students share their experiences of learning with their parents making paper bags at home, communicating learning objectives (importance of having the skills to make paper bags in later life after graduation and marketing them) as well as conveying the activities to be carried out.

(ii) Core activities, students are brought by the teacher to outside the classroom to observe people selling paper bags to fried food vendors, the teacher provokes some questions about the situation, the teacher prepares a paper bag that has been made by students and sells the paper bag to the merchant, the teacher guides the students to ask the fried food vendors, and the teacher asks the traders about the characteristics of the packages they receive, students return to class and are directed to sit in a semi-circle, students observe the printing equipment that has been colored, students listen to the teacher's explanation of the color symbols and their use on the printing press, each student prepares a printed tool that has been colored, students watch a video tutorial on how to make a paper bag with a colored printer, frequently asked questions about color symbols on printers, students are assigned to follow the steps on how to make paper bags through videos with teacher observations, students who have difficulty are assisted by the teacher, students independently practice making paper bags with the teacher's observations, students compete to make paper bags with colored printing equipment, students show the work they have made, students who are the best are given a reward and students who are still lacking are given an explanation of their shortcomings and make improvements.

(iii) End activities, students are welcome to ask questions that have not been understood, teachers and students conclude the material that has been studied, the teacher gives a follow-up in the form of an assignment, the teacher evaluates, pray together to prepare to go home.

4. CONCLUSION

This researched aims to determine the effectiveness of using a printing tool to made paper bags suitable for sale for students with intellectual disabilities. This researched was conducted by classroom action researched. 4 students of class X at special needs school-C Sukapura Bandung became the subject of this research. The results showed an increase in the ability of students with intellectual disabilities in making paper bags worth selling, where all students could achieve the specified KKM score of 80. The increase in learning outcomes was due to many factors including printing equipment that was suitable for the needs of students with intellectual disabilities, interesting and contextual learning presentations. so that students with intellectual disabilities had a meaningful learning experience. With this printing tool, mentally students with intellectual disabilities had skills that match their potential and could be used as provisions for their lives.

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6. AUTHOR NOTE

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

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