



Application of Direct Instruction Learning on Ribbon Embroidery Material in SMKN 3 Kediri

Siti Muthiatus Sholichah ^{1*}, Peppy Mayasari ², Deny Arifiana ³, Lutfiyah Hidayati ⁴
¹⁻⁴ State University of Surabaya, Indonesia

Corresponding Email: siti.19051@mhs.unesa.ac.id *

Abstract, *The purpose of this study is to describe the learning outcomes of students with the application of Direct Instruction learning in making ribbon embroidery in class XI Clothing 2 SMKN 3 Kediri. This study is a descriptive quantitative study using a one-shot case study research design. This study was located at SMKN 3 Kediri City in the even semester of the 2023/2024 academic year. The population and sample used purposive sampling techniques totaling 30 students of class XI clothing 2. The research instrument used a learning outcome assessment rubric that had been set in the school curriculum. The data collection technique used ribbon embroidery outcome assessment. The data analysis technique used descriptive analysis. The results of the study showed that the learning outcomes of students applied to Direct Instruction learning had satisfactory results, as evidenced by the data on student learning outcomes in making ribbon embroidery with the application of Direct Instruction getting 100% of students completing the results from 30 students in class learning, which can be categorized into very good criteria.*

Keywords : *Direct Instruction, learning outcomes, ribbon embroidery*

1. INTRODUCTION

Education is an important part of human life, and it produces a generation that is independent, educated, and has the creativity and life skills needed. According to the Operational Curriculum of the Education Unit of SMKN 3 Kediri in 2021, students in the Fashion Design and Production Qualification have skills that are in accordance with their field of work, such as mastering the field of fashion for independent businesses or working in the fashion industry, skilled sewing to apply for jobs in the fashion industry, mastering basic knowledge of digital communication and simulation in the field of information technology, and being able to make patterns to apply for jobs in the fashion industry. Skills have an influence on the credentials and readiness of SMK graduates to enter the world of work. This is in accordance with Risky Saputra's research (2022) which found a significant relationship between the readiness of SMKN 5 Telkom Banda Aceh graduates to enter the world of work with the abilities or skills of their students.

Ribbon embroidery is one of the fashion decoration materials in class XI fashion. In fashion decoration activities, students need to be guided and directed to make fashion decorations in a structured and good way. Based on the school curriculum, the material in the subjects of textile experiments and fashion decoration is the basic material that will later be continued in advanced subjects.

Based on field observations, students learn and conduct learning independently by following instructions given by the teacher. There are some students who are still less active and shy to ask questions if they don't understand so students work according to what they understand. In line with Yuliana's research (2015) that there are 15% of students are not complete, because there are students who pay less attention to the teacher's explanation which can make students unable to complete the learning objectives. From the results of observations with students, students do not yet have provisions or expertise in making ribbon embroidery so that guidance is needed in completing the making of ribbon embroidery in class properly and structured.

In order for the learning process to take place effectively and conductively, the learning process must be planned, one of which is by using a direct learning model (Direct Instruction). The Direct Instruction method has been recognized as a systematic and structured approach, especially in teaching technical and practical skills. This method emphasizes clear teaching steps, starting from demonstration, and guided practice, to independent practice. Direct Instruction or direct learning is a learning model with a step-by-step learning strategy to support the learning process of procedural and declarative knowledge (Arends, 2008; Trianto, 2007 (in windu, 2021)) related to skills and knowledge (Astutik, et al., 2020). Based on research that has been conducted by previous researchers, the results of a literature study conducted by Nafisah (2023) show that the direct learning method is considered effective and able to increase student learning outcomes to more than 80% in productive material for fashion.

Previous studies showed the effectiveness of the Direct Instruction method in improving student learning outcomes in the aspect of practical skills. The research of Johnson et al. (2014) found that Direct Instruction was able to improve students' motor skills in arts and crafts lessons. Similar research conducted by Wahyuni (2017) on learning embroidery techniques shows that this method provides a clear structure so that students can follow the learning process gradually with significant results. Recent research by Ahmad and Fitriani (2022) emphasizes that Direct Instruction can help students understand complex techniques systematically, especially in vocational-based subjects.

There are limited studies that specifically examine the application of the Direct Instruction method in learning ribbon embroidery in the Fashion Management study program. Therefore, this research aims to fill this void as well as to make a scientific contribution to the development of more effective and relevant learning strategies in Fashion Vocational Schools. Based on the background that has been described above, the author raises the title: "Application of Direct Instruction Learning on Ribbon Embroidery Material at SMKN 3 Kediri". Based on

the description above, this study aims to describe the learning outcomes of students who apply Direct Instruction learning to make ribbon embroidery in class XI Fashion 2 SMKN 3 Kediri. Therefore, the formulation of the problem in this study is: How are student learning outcomes with the application of Direct Instruction learning in making ribbon embroidery in class XI Fashion 2 SMKN 3 Kediri?

2. LITERATURE REVIEW

Through approach learning , educator can facilitate student in to obtain knowledge , ideas , skills , patterns think , and convey view . Approach this also plays a role as reference for designers curriculum and educators in compile activity learning . Direct Instruction or learning direct is a learning model with a gradual learning strategy step by step as learning process support knowledge procedural and declarative related with skills and knowledge (windu, 2021).

Learning model direct is a learning model that emphasizes knowledge in a way procedural and declarative (sudirah, 2020). This means that the teacher will direct student For do activity use reach objective learning , which is implemented in a way structured . While That , according to Arends, is a learning model direct is an approach that focuses on fundamental skills and knowledge draft learning that is done in a way gradually through descriptions and instructions available (pratama, 2016). That is , with method regular and systematic learning , students will more easy understand directions given through clear steps , so expected through this model , teachers are able to build understanding students , in particular in procedure finish task .

Learning model direct own various the benefits that can be obtained help student in build understanding they , especially in accept Instructions (sidik, 2016). First , the teacher has control For guide What will implemented by students . Second , this model can applied in class with amount relatively few participants many . Third , students still Can involved active Because guided For observe as well as do demonstration . Fourth , this model is also efficient. For convey sufficient material wide although in limited time . Then , Nanang et al., (2017) add that , Learning model direct emphasize on instructions with highlight draft learning through use of interactive media so that can support student in understand learning , including in understanding instructions .

Steps implementation of the Direct Instruction learning model or learning direct is phase orientation (conveying goal), phase presentation (demonstration), phase exercise in a way guided , phase check understanding to students and providing feedback (feedback) back),

phase exercise in a way independent (shoimin, 2014). Bruce, Weil, and Calhoun (2009) added that syntax of learning model direct consists of of five phases , namely , orientation , presentation , practice guided , and practice independent (windu, 2021).

Learning outcomes is results or value obtained student based on mastery the material being measured with Practice and test scores results learning that is done after learning . Opinion from Mustakim (2020) results Study is all something achieved by the participant educate with evaluation certain ones that have already determined by the curriculum institution education previously . Learning outcomes is object evaluation learning that includes competence newly acquired student after undergoing the learning process about material certain (Suprijono, 2015). Where is the achievement competence new the will seen in change behavior certain , such as from No know become aware of aspect certain , from No interest become like object or activity certain , and from No capable become proficient in do skills certain . Score obtained student based on his mastery to material measured learning with score exercises and tests results Study after student follow learning .

According to Moore (in Ricardo & Meilani, 2017) the indicators results Study There is three realm , namely :

1. Cognitive domain , including knowledge , understanding , application , assessment , creation , and evaluation .
2. Effective domain , includes acceptance , answering , and determining mark .
3. Psychomotor domain , including fundamental movement, generic movement, ordinative movement, creative movement.

As for the indicators results Study According to Straus, Tetroe , & Graham (in Ricardo & Meilani, 2017) is :

1. Cognitive domain focus to How student get knowledge academic through method lesson and also delivery information .
2. Effective domain related with attitudes , values , beliefs that play a role important in change behavior in demand .

The word " skill " comes from from the word " skilled ". According to dictionary big Indonesian , skilled is ability somebody For do or finish a activities , while skilled is ability somebody For implement and be agile in carry out task . In more context Practically . Skills are talent personal who can developed in a way experience or below supervision of others with training special in field certain . Ribbon embroidery is one of One method decorate cloth is with use various type stab For create form decoration three dimensions new with method sew or embroidering ribbons in the shape of leaves and flowers on cloth (Angendari, 2014). Ribbon

embroidery is one of the method decorate fabric that uses technique ribbon embroidery utilizes various type stab decorate For produce a form decoration new on a the object to be decorated with method sewing ribbons together decorative (Aluna, 2016). Since mid 17th century , ribbon embroidery began known . At that time , ribbon embroidery was used For decorate bag handbags , scarves , headscarves, umbrellas , and various type equipment House ladder other besides clothes .

3. RESEARCH METHOD

Types of research This is study quantitative with statistics descriptive . The research design used is a one shot case study. Design in research this , on study This use approach quantitative descriptive with design study using one shot case study. My data collection techniques use is with use evaluation results So make ribbon embroidery. Study This conducted at SMK N 3 Kediri City. The method used in study This is purposive sampling with 30 students. Assessment rubric results Study student downloaded from rubric assessment that has been done There is at school Then developed and implemented For used as guidelines in measure results Study student in the classroom

Evaluation results in study This use evaluation project results So ribbon embroidery made in prototype form or fragment . Sample result embroidering student ribbons used tool measuring score end learning student with Direct Instruction is implemented after learning in the classroom. Analysis results Study student used For know results Study student after Direct Instruction learning process is applied with use analysis descriptive . Participants educate will it is said finished if reach minimum curriculum value that has been set at school in criteria achievement objective learning (KKTP) meets score evaluation in accordance with rubric research < 75 .

4. RESULT

Research " application Direct Instruction learning on the material make ribbon embroidery at SMKN 3 Kediri" aims For know application of the Direct Instruction learning model to results Study student in make ribbon embroidery in class XI fashion 2 SMKN 3 Kediri city . Data obtained in study This use a number of method research , namely with method evaluation results So student in make ribbon embroidery in class XI fashion 2 SMKN 3 kediri . Assessment method results Study student used For know level results Study students being assessed based on rubric evaluation results Study student .

With use paradigm Direct Instruction learning Assessment results results Study students who are obtained from results So in make ribbon embroidery on the Direct Instruction learning model. Opinion from Mustakim (2020) results Study is all something achieved by the participant educate with evaluation certain ones that have already determined by the curriculum institution education previously (Nanang et al., 2017).

The assessment results obtained in accordance with grid and rubric assessment that has been done determined by the curriculum school . Value data results Study student make ribbon embroidery can seen in diagram 4.1, namely :

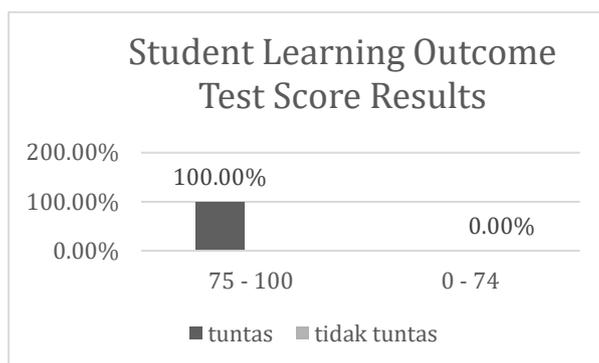


Diagram 1 results mark class XI makes ribbon embroidery with Direct Instruction learning

Result data student in make ribbon embroidery with the Direct Instruction learning model can viewed by 100% of students it is said finished in learning in class that can categorized into the very good criteria

5. DISCUSSION

Result data Study student in make ribbon embroidery with applied Direct Instruction to get 100% student result finished from 30 students in learning in class that can categorized into the very good criteria . Dewi said that execution learning own category very high success rate , results Study student reach very good completion and response very good student (dewi, 2021). Suprijono say that , the results Study is object evaluation learning that includes competence newly acquired student after undergoing the learning process about material certain (suprijono, 2015). Where is the achievement competence new the will seen in change behavior certain , such as from No know become aware of aspect certain , from No interest become like object or activity certain , and from No capable become proficient in do skills certain . Score obtained student based on his mastery to material measured learning with score exercises and tests results Study after student follow learning . Wati shows that learning direct own results Study students 100% complete with very good category . Response students on the material as well

as implementation learning directly done step by step proven can make it easier student in understand Contents material (wati, 2014).

6. CONCLUSION

Conclusion from study This is entitled " Implementation "Direct Instruction Learning on Ribbon Embroidery Material at SMKN 3 Kediri" shows results following : Result data Study student in make ribbon embroidery with applied Direct Instruction to get 100% student result finished from 30 students in learning in class that can categorized into the very good criteria .

Implications theoretical. In general theoretical , research This prove effectiveness with using the Direct Instruction learning model in increase results Study student in make ribbon embroidery on eyes lesson experiment textile and design decoration . Have implications to enrichment knowledge study quantitative , as well as make it easier participant educate in make design decoration in the form of ribbon embroidery . Implications theoretical for teachers can become one of the learning models that can applied in learning experiment textile and design decoration , especially on the material embroidery . Implications practical. In general practical , results study This prove that use of the Direct Instruction learning model in learning making more ribbon embroidery effective in increase results Study student than not uses the Direct Instruction learning model , so method the can used as alternative learning models in making ribbon embroidery in class XI fashion . Research this can also used in classroom learning as teaching materials .

Based on results research that has been done , there is a number of things that can used as a suggestion following: Should The application of the Direct Instruction learning model can improved Again so that can maximum in learning in class and goals learning with the Direct Instruction learning model , you can delivered with Good. And With humility heart , writer realize that study This Still own Lots shortcomings , expected study This can become learning and can improved Again For do study furthermore Good with same theme or different.

REFERENCES

- Ahmad, R., & Fitriani, L. (2022). The effectiveness of Direct Instruction in vocational education: A study on skill-based learning outcomes. *Journal of Vocational Studies*, 8(2), 45–56.
- Aluna, Siti Rohmah. (2016). *Aneka Kreasi Cantik Bordir & Sulam*. Yogyakarta: Saufa
- Angendari,dkk. (2014). *Desain Dan Dekorasi Tekstil*. Yogyakarta: Graha Ilmu.

- Dewi, Rohmania. (2021). Penerapan Direct Instruction pada kompetensi mengukur tubuh bagi siswa kelas X SMKN 1 Jabon. *Artikel ilmiah; State University of Surabaya*
- Johnson, T., Smith, R., & Clark, M. (2014). Improving motor skills through Direct Instruction: A case study in arts education. *International Journal of Educational Research*, 56(3), 112–125.
- Mustakim. (2020). Efektivitas pembelajaran daring menggunakan media online selama pandemi covid-19 pada mata pelajaran matematika. *Al Asma: Journal of Islamic Education*, 2(1), 1–12.
- Nafisah, Durrotun. (2023). Efektivitas pembelajaran langsung pada mata pelajaran produktif tata busana. *Artikel ilmiah; State University of Surabaya*
- Nanang, Surya, M., & Hamdani, N. A. (2017). Pengaruh Pembelajaran Tutorial Berbasis Multimedia Interaktif Terhadap Peningkatan Motivasi Dan Hasil Belajar Siswa Pada Pokok Bahasan Statistika. *Jurnal Teknologi Pembelajaran*, Vol 2 No. 1, 189–197.
- Pratama, R. A. (2016). Pengembangan Modul Membaca Kritis Dengan Model Instruksi Langsung Berbasis Nilai Karakter. *Jurnal UIN Jakarta*, Vol 3 No. 2, 173–190. Diunduh dari <http://journal.uinjkt.ac.id/index.php/dialektika>
- Ricardo & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan; Manajemen Perkantoran*, Vol. 2, No.2, h. 188-209.
- Saputra, Rizki. (2022). *Korelasi Antara Kompetensi Peserta Didik Dengan Kesiapan Kerja Lulusan Smkn 5 Telkom Banda Aceh*
- Shoimin, A. (2014). *Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta, Indonesia: Arruzz media.
- Sidik NH., M. I., & Winata, H. (2016). Meningkatkan Hasil Belajar Siswa Melalui Penerapan Model Pembelajaran Direct Instruction. *Jurnal Pendidikan Manajemen Perkantoran*, Vol 1, No.1, 49. Diunduh dari <https://doi.org/10.17509/jpm.v1i1.3262>
- Sudirah. (2020). Penerapan metode instruksi langsung (Direct Instruction) dalam sistem pembelajaran untuk meningkatkan hasil belajar siswa pada mata pelajaran matematika kelas 3 SD. *Indonesian Science Education Journal*, 1(2), 97–108.
- Suprijono, Agus. (2015). *Cooperative Learning: Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.
- Wahyuni, D. (2017). Penerapan metode Direct Instruction dalam pembelajaran teknik bordir di SMK. *Jurnal Pendidikan Kejuruan*, 5(1), 23–30.
- Wati, Weni M. (2014). Penerapan model pembelajaran langsung sebagai upaya meningkatkan hasil belajar membuat aplikasi yoyos pada taplak meja di kelas VII SMP Muhammadiyah 6 Surabaya. *Jurnal Fakultas Teknik*. online. Vol 3 no. 2
- Windu, Adhi. (2021). Pengaruh Pembelajaran Langsung terhadap Hasil Belajar Siswa. *Jurnal Pendidikan dan Pembelajaran*, 5(2), 123-130.

Yuliana, Agustus. (2015). Penerapan model pembelajaran langsung kegiatan ekstrakurikuler tata busana kompetensi pembuatan tempat pensil dengan hiasan sulam dasar siswa kelas VII di SMPN 2 palang tuban. *Jurnal fakultas Teknik, Online*. Vol 4 no. 3.