

LIFE SKILLS EDUCATION (LSE) TRAINING "BATIK MALAM PRINT" ON STUDENTS OF SMALB SURAKARTA IN SLB D YPAC SURAKARTA

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Abstract

This study aimed to describe PKH (Pendidikan Kecakapan Hidup) Training "Batik Malam Print" on students SMALB Surakarta in SLB D YPAC Surakarta in 2015 related to 1) Preparation and planning PKH training "Batik Malam Print", 2) Processes PKH training "Batik Malam Print", and 3) evaluation of PKH training "Batik Malam Print". This study used a qualitative approach with case study strategy. Data were collected through interviews, observation, and documentation. The main instrument used in this study were researchers as a human instrument and other instruments such as the form of interviews, observation, and documentation. Data validation using triangulation of data or sources and triangulation of methods. The data analysis is qualitative, qualitative data analysis is the effort made by working with the data, organize data, sorted them into units that can be managed, synthesize, search and find patterns, find what is important and what is learned, and decide what can be told to others. The results of this study show that: 1) Preparation and planning PKH training "Batik Malam Print" to adjust the characteristics of students as students with intellectual disabilities, students with hearing disabilities, and students with physical disabilities, 2) process PKH training "Batik Malam Print" implemented in accordance with modules, made by the instructor, 3) Evaluation PKH training "Batik Malam Print" refers to the characteristics of each student.

Keywords: *Batik Malam Print, PKH (Pendidikan Kecakapan Hidup), SLB D YPAC Surakarta, Students SMALB.*

INTRODUCTION

Life skills required by each individual in an effort to survive. Life skills does not appear by itself but as one of the skills developed through learning. The concept of life skills in the school system, according to the Ditjen Pendidikan Umum, 2002 (Anwar, 2004) classifies into two, namely: (1) general life skills/ GLS (skills generic), which include: personal skills (skills know myself/ self awareness, skills rational thought/ thinking skills), social skills; and (2) the specific life skills SLS (specific skills) include: academic skills and vocational skills. Furthermore, Anwar (2004) explains that Pendidikan Kecakapan Hidup in formal persekolah lines differentiated by levels. For TK/ RA, SD/ MI, SMP/ MTs emphasized to the development of GLS, while the SLS skills limited to the stage of introduction. At the secondary level general (SMA/ K) emphasized on the GLS stabilization and development of the SLS for the provision of higher education or enter the labor sector. The concept of Pendidikan Kecakapan Hidup is the same with ABK (Anak Berkebutuhan Khusus) education described by Hallahan and Kauffman (1991) that its behalf in the primary and secondary

classes (ages 9-13 years) maturity skill learning requires a focus to help yourself or daily living skills and functional academic (such as reading a newspaper, read the label goods, counting money shopping, filling out forms). To adult ABK and youth learning in SLB more emphasis on the development aspects of vocational skills training and social responsibility.

In line with the above understanding vision of the Directorate of Special Education and Special Services of Secondary Education (PK-LK Dikmen) is "The implementation of service excellence Special Education and Special Services to establish a comprehensive intelligent beings Indonesia". One of the programs contained in the work program of the Directorate of PK-LK Dikmen to improve the quality and relevance of service excellence PK-LK Dikmen is one of them with conducting PKH "Pendidikan Kecakapan Hidup" include the PKH "Batik Malam Print" held in SLB D YPAC Surakarta 2015.

Batik is very well known in our country, batik is also the official apparel national and even batik is also known by the world. Batik is a fabric pattern that the manufacturing process uses wax/ malam with a typical pattern. While the fabric made with batik motifs, but the manufacturing process does not use malam/ wax, not including fabric, such is called batik fabric.

The process of making batik by using a hot malam is very risky, especially for children with certain conditions such as ABK. From there, the instructor who is also a teacher SLB D YPAC Surakarta school along with looking at how the malam/ wax is safe to use by learners. Batik instructor with the support of the schools continue to be creative, to innovate and look for inspiration and finally found a safe treatment for children that can still develop his talents in the field of batik, with malam print. Malam Print is liquid wax (malam) in cold conditions can be used to make batik.

To make the fabric Batik Malam Print using the Malam Print, do as screen printing but the dye is replaced with Malam Print. Excess malam print are: 1). Safe for children. 2). Can make Batik Malam Print with intricate motifs easily. 3). The time shorter/ faster than Batik Tulis. 4). Can be produced in large quantities in a relatively short time. 5). Without pelorotan process (except for the many motives using blocks malams). 6). Can be used for cotton, rayon, silk, chiffon and cotton jersey

It can be concluded "Batik Malam Print" This is a new innovation in the batik process using the technique of liquid cold malam so it is not dangerous for the crew in the process.

Learners who follow this work is ABK with mental disabilities or mentally disabled, deaf, disabled SMALB Surakarta.

Edgare Dale (Mumpuniarti, 2003) suggests that a considered retarded if it is marked: (a) is not capable of socially and unable to manage itself to the level of maturity, (b) mentally subnormal, (c) late brilliance since the birth, (d) late kemasakannya level, (e) the nature of mental disability caused by heredity or disease, and (f) can not be cured. According to the American Association of Mental Retardation (Mumpuniarti, 2000), the classification of children with intellectual challenges include: mild mental retardation, moderate mental retardation and severe mental retardation. Mild mental retardation, level of intelligence (IQ) of their range of 50-70, in the adjustment of the wider social and able to work in semi-skilled level. Mild mental retardation is also called a moron or debilitated. This group has an IQ between 52-68 according to Binet, while according Skala Weshler (WISC) had an IQ of 55-69. They can still learn reading, writing and arithmetic is simple. With the guidance and good education, mild mental retardation children will in time be able to earn money for himself (Sutjihati Somantri, 2006)

Deaf children with disabilities encounter in the speech and language disorders caused by pendengaranya (Haenudin, 2013). As a result of delays in the development of speech and language, hearing impaired children will experience delays and difficulties in matters related to communications.

Kids quadriplegic a physical disability caused by interference form or obstacles in the bones, joints, muscles that can affect motor organs so that the child is impaired coordination, communication, adaptation and development disorders integrity of individuals making it difficult to socialize with the environment (PLPG Certification Instructor Rayon 9 : 2013). Intelligence quadriplegic son variations there are not impaired or normal intelligence level there is megalami mental retardation depending on the damage suffered bodily functions so that the competence of knowledge for children with physical

disabilities tailored to the abilities of children and their intelligence or mobility constraints accompanying motion (Ari: 2005).

ABK variation specificity, Polloway & Patton (1993) suggests that educational services for the crew adapted to the needs of children. If the school can not provide the whole service program needs of the child, it should cooperate with other agencies, but still the responsibility of the school in place ABK (children with special needs) is registered as a student. Thus the ABK education in regular schools and special schools (special schools), essentially to help children develop their potential. The purpose of learning skills that are slah the scope of the PKH to equip the crew to have the skills useful work after school. By learning batik skills these students can be expected to train and prepare to enter the world of work after graduation, so they can get a job with a capital of skills provided for education in school.

Based on these observations above and the characteristics of ABK (mental retardation, deaf, quadriplegic), the researcher is interested in studying further through research on PKH (Pendidikan Kecakapan Hidup) Training "Batik Malam Print" On Students of SMALB Surakarta in SLB D YPAC Surakarta with the aim to describe PKH (Pendidikan Kecakapan Hidup) Training "Batik Malam Print" on students SMALB Surakarta in SLB D YPAC Surakarta in 2015 related to 1) Preparation and planning PKH (Pendidikan Kecakapan Hidup) Training "Batik Malam Print, 2) process PKH training "Batik Malam Print", and 3) evaluation of PKH training "Batik Malam Print".

METHODOLOGY

Research conducted at SLB D YPAC Surakarta on 15 s.d October 30, 2015. This research uses a qualitative approach with case study strategy. The main instrument used in this study were researchers as a human instrument and other instruments such as the form of interviews, observation, and documentation. Sources of data obtained from informants (instructors and learners), events, activities, behavior, documents and archives. While the sampling technique used is incidental sampling is sampling technique based on chance, that anyone who accidentally/ incidentally met with investigators can be used as a sample, when viewed people who happen to encounter it suitable as a data source (Sugiyono, 2013). Data collection procedures through qualitative observation, qualitative interviews, qualitative documents, audio and visual materials. Data validation using triangulasi triangulasi data or sources and methods. The data analysis is qualitative, qualitative data analysis is the effort made by working with the data, organize data, sorted them into units that can be managed, synthesize, search and find patterns, find what is important and what is learned, and decide what can be told to others (Moleong, 2010).

DISCUSSION

Preparation is very important factor to do in learning to the teaching and learning activities can be run well, focused and efficient. In preparation of learning plans and learning scenarios designed to give direction to the course of the learning activities that learning objectives can be achieved. In preparing instructional Batik Malam Print, Warjiyah make learning module as a reference. Presented by Warjiyah (instructor Batik Malam Print), that learning Batik Malam Print refers to vocational skills that have been adapted to the needs of the crew as learners. Learning materials in modules that are designed and made by Warjiyah adjust to the capabilities and characteristics of learners ABK conditions. Planning learning vocational skills provision aims to provide life skills curriculum in particular be in the form of functional literacy classes. The curriculum in vocational education has concentrated on vocational learning system-vocational skills in particular. Thus, direct learners can develop expertise adapted to the needs of the field or fields of the task to be faced.

Training is conducted in a workshop / space batik, afdruk room, laundry room, and school grounds SLB D YPAC Surakarta. Learners are divided into 7 groups so that each group consisted of 3 participants to facilitate the training process. The instructor assisted four escorts to accompany the

students during the training process. The process of making batik malamprint through the following steps (corresponding modules): A). Preparatory work: 1). Designing Design : Tools and materials used are: paper / mica, drawing pencil, eraser, marker, drawing the required corresponding desired motif, and Step work: a) Designing the desired motif, b) drawing patterns on paper / mica, c) reinforce the image on the markers. B).Afdruk is moving motifs that are ready / so to plangkan prepared. Plangkan is what will serve as a master in the next production process. Production Process Work : 1) .Make Batik : a) screen printing (print motif on clothes with malam/ candles) : Tools and materials required are: Tables screen printing as a place for menyablon, plangkan as master making motive dikain, Raket to suppress that malam printed on cloth, glue table is to glue the table so the cloth stuck to the table, a cloth hanger to hang the cloth after printed so that malam be dry, fabrics, malam print to print motif on cloth, to wash plangkan kerosene, gasoline to dilute the wax if it is thick, begel to adjust the distance., and Step work: (1) gluing the edges around the table screen printing, (2) arranging a cloth on the table (3) set the table with begel as needed (3) malam poured to plangkan (4) putdown plangkan on cloth (5) prints motif on fabric with screen printing technique (6) take the cloth from the table for aerated to dry, (7) plangkan washedwith kerosene. b).The process of staining. After the wax on the fabric is dry, the next process is the coloring, dyeing can be done in two ways: dab (a process) and dip (double process) SLB D YPAC Surakarta has a coloring in this way because it is more practical dab and maximize results.: Tools and materials required for the technique staining dab: container for the dye, sponge/ small brush, plangkan to a cloth, pins and rubber to associate the fabric in plangkan, scales dyes (dye rhemasol), water, cloth ready dyed, and Work Steps: (1) spread a cloth on plangkan (2) prepare the dye as needed (3) The fabric color them according to the design (4) do coloring until completion (5) drying/ dry. 2). Lock the color/ viksasi and laundering ,after a dry cloth next process is locking so that the color does not fade again using waterglass: Tools and materials: the container for the waterglass, B and E (an instrument for measuring the viscosity waterglass), large brush, 4 bucket for washing, the liquid mixture (waterglass, caustic soda and water), water for washing., and Step work: (1) measure the viscosity waterglass of BE 145, (2) cover the entire surface of the fabric with waterglass using a large brush, (3) let stand up to 2 hours (4) after 2 hours wash cloth to switch to 4 times, (for motif block on the first and second bucket using hot water to remove malams) (5) on a bucket to soak the fabric to ± 4 to 5 hours to remove the remaining colors crude/ fade (6) after it has dried. 3). Create Finished Goods. If the batik fabric is so, then it could be made of finished goods as per requirement/ design among other products such as prayer rugs, pillowcases / chairs, shirts, T-shirts and others.

Besides the students are trained to make Batik Malam Print, the students are also trained for the calculation of the cost budget with the aim after they pass SMALB can make a living independently through the efforts of Batik Malam Print.

The following planning calculations the cost of making shirts of Batik Malam Print :

Tabel 1. Raw materials and supporting materials

Num	Description	Quantity	Unit Price (Rp)	Quantity Price (Rp)
1.	Raw Materials			
	Cotton Pieces (residual or waste plant size 5 s / d 100 cm)	10 kg	45.000	450.000
2.	Supporting Materials			
	- Dye Rhemasol	13 lt	6.500	84.500
	- Waterglass	10 kg	4.500	45.000
	- Super X	50 gr	2.500	125.000
3.	Production Costs			
	- Wage labor picture	1 pic	40.000	40.000
	- Wage labor afdruk	1 afdruk	20.000	20.000
	- Wage power print	50 pcs	500	25.000
	- Wage labor dab	50 pcs	1.500	75.000
	- Wages finishing power	50 pcs	1.000	50.000
	- Kerosene	1 ltr	15.000	15.000
	AMOUNT			929.500

Tabel 2. Production cost

Num	Description	Quantity	Unit Price (Rp)	Quantity Price (Rp)
	BatikRaw Materials	50 pcs	18.510	925.500
	Supporting Materials			
	Yarn	20 roll	1.500	30.000
	Buttons	2 gross	5.000	10.000
	Fabrics hard (M33)	2 m	15.000	30.000
	Plastic packaging (ukr 25x35)	1 pak	17.000	17.000
	Cost of Production			1.000.00
	Wage workers sewing	50 pcs	20.000	0
	JUMLAH			2.012.50
				0

- a. Cost of Goods Manufactured/ pcs
 Cost of Production = Rp. 2.012.500
 Production Risk 10% x Rp 2.012.005 = Rp. 201.150 +
 Cost of Goods Manufactured = Rp. 2.212.650
 Cost of Goods Manufactured/ pcs = Cost of Goods Manufactured: 50 pcs
 = Rp. 2.212.650 : 50 pcs
 = Rp. 44.253
- b. Product Sales Price
 The expected profit of 60% of Cost of Goods Manufactured
 Calculation = 60% x Rp 2.212.650 = Rp. 1.327.590
 Selling price product/ pcs = $\frac{\text{Cost of Production} + \text{Profit}}{50 \text{ pcs}}$
 = $\frac{\text{Rp } 2.212.650 + \text{Rp } 1.327.590}{50 \text{ pcs}}$
 = Rp 70.801 (roundedRp. 70.000)
- c. Profit and loss
 The net profit assuming all products sold
 Advantage = Sales - Cost of Goods Manufactured
 = (Rp. 70.000 x 50 pcs) - Rp. 2.212.650
 = Rp. 3.500.000 - Rp. 2.212.650
 = Rp 1.287.000

Based on the results of the cost analysis and the calculation of the above can be seen that the products selected feasible to produce because it can get a profit of Rp. 1.287.000/ 50 pcs.

Evaluation is the planned and systematic activities and is a means to assess the object based on the considerations and criteria that have been determined. This activity is carried an instructor in the learning process to determine the extent to which the development of learners in learning and following the PKH "Batik Malam Print". Here is an indicator of the success of the students, a minimum completeness criteria and PKH votes "Batik Malam Print: a) Indicators of Success of Students : 1) Mention and show materials Batik Malam Print according to its kind, 2) mentions and shows equipment Batik Malam Print according to function, 3) create a simple pattern, 4) afdruk image, 5) batik stationery malam print with screen printing technique, 6) coloring batik malam print cloth with the technique dab, 7) vikisasi, 8) washing and drying. b). Criteria for completeness minimal

Minimum completeness criteria need to be established as a form of minimum criteria that must be achieved by learners in achieving learning success. KKM any indicators that have been set out in a basic competence ranges from 0-100% tailored to the learner profile as individualized learning approaches.

Table 3. Criteria Complete Minimal

No	Komponen Mata Pelajaran	KKM
1	Keterampilan Vokasional SMALB Keterampilan Pilihan Batik	
	a. Penguasaan Konsep	75
	b. Penerapan Konsep	75

Determination of a minimum completeness criteria consider the competence of learners, complexity and resources to support the school. Cultivated there is an increasing mastery learning every year so that in a given year can already be achieved minimum completeness criteria that reach ideal standards.c). Creation product PKH training "Batik Malam Print"

In the process of PKH training "Batik Malam Print", students produce creationBatik Malam Printby working independently or in groups. The work independently among others: sheet of fabric form the deliveryman / tablecloths, sheets of fabric pillowcases, sheets of cloth rug and rukuh. While in groups, among others: a sheet of cloth wall hangings and fabric sheets Batik Malam Print in the form of clothing materials.

Rate PKH training "Batik Malam Print" is a series of activities to acquire, analyze, and interpret data about the learning process of students who carried out systematically and continuously. In the assessment of learning Batik Malam Print have indicators that have become success standard or failure of learners in implementing the learning Batik Malam Print. Assessment of learning Batik Malam Print performed by Warjyah with written tests, oral tests, and test performance. Assessment is done by doing approach to learners and prioritize oral test and performance to assess the ability of learners in cognitive, affective, and psychomotor. The valuation technique used by Warjyah for learners adjust to the conditions. The following assessment of the components mastery of concepts and the application of the concept of learner PKH training "Batik Malam Print" (Warjyah documentation, instructor of Batik Malam Print SLB D YPAC Surakarta):

Assessment Table of Students PKH "Batik Malam Print"

NO	NAMA	KELAS	KETUNAAN	KOMP. PENILAIAN	KKM	NILAI	RATA-RATA	
1	Purwanti	X	Tunagrahita Ringan	a. Penguasaan Konsep	75	79	79	
				b. Penerapan Konsep	75	84		
2	Adit Dwi Darmawan	XI	Tunagrahita Ringan	a. Penguasaan Konsep	75	75		
				b. Penerapan Konsep	75	75		
3	Arga Galendra	XI	Tunagrahita Ringan	a. Penguasaan Konsep	75	78		
				b. Penerapan Konsep	75	75		
4	Budi Kurniawan	XII	Tunagrahita Ringan	a. Penguasaan Konsep	75	80		
				b. Penerapan Konsep	75	78		
5	Laely Uswatun Khasanah	XII	Tunagrahita Ringan	a. Penguasaan Konsep	75	80		
				b. Penerapan Konsep	75	84		
6	Dinar Rizky Wulansari	XII	Tunagrahita Ringan	a. Penguasaan Konsep	75	82		
				b. Penerapan Konsep	75	79		
7	Monica Amaylia Tenny	XII	Tunagrahita Ringan	a. Penguasaan Konsep	75	75		
				b. Penerapan Konsep	75	78		
8	Fadia Ahda Sabila	X	Tunarungu Wicara	a. Penguasaan Konsep	75	87		87
				b. Penerapan Konsep	75	82		
9	Fatima Riana Sari	X	Tunarungu Wicara	a. Penguasaan Konsep	75	89		
				b. Penerapan Konsep	75	84		
10	Alma Ramadhani	XI	Tunarungu Wicara	a. Penguasaan Konsep	75	87		
				b. Penerapan Konsep	75	91		
11	Shafira Ghiasani	XI	Tunarungu Wicara	a. Penguasaan Konsep	75	90		
				b. Penerapan Konsep	75	84		
12	Andriyani Tri Astuti	XI	Tunarungu Wicara	a. Penguasaan Konsep	75	86		
				b. Penerapan Konsep	75	81		
13	Dinda Rama Putri	XI	Tunarungu Wicara	a. Penguasaan Konsep	75	89		
				b. Penerapan Konsep	75	92		
14	Pricilia Chandra Narulitasari	XII	Tunarungu Wicara	a. Penguasaan Konsep	75	87		
				b. Penerapan Konsep	75	92		
15	Ajeng Zelya Rahmawati	X	Tunadaksa Ringan	a. Penguasaan Konsep	75	89	89	
				b. Penerapan Konsep	75	87		
16	Nadia Putri Prasukma	X	Tunadaksa Ringan	a. Penguasaan Konsep	75	91		
				b. Penerapan Konsep	75	87		
17	Rahma Aditya Yoga Pratama	X	Tunadaksa Ringan	a. Penguasaan Konsep	75	95		
				b. Penerapan Konsep	75	92		
18	Risky Sakti Yuniior	X	Tunadaksa Ringan	a. Penguasaan Konsep	75	87		
				b. Penerapan Konsep	75	87		
19	Widya Ramadhani	X	Tunadaksa Ringan	a. Penguasaan Konsep	75	82		
				b. Penerapan Konsep	75	85		
20	Lilyani Dede Kumalasari	XII	Tunadaksa Ringan	a. Penguasaan Konsep	75	92		
				b. Penerapan Konsep	75	89		
21	Tegar Aprilian	XII	Tunadaksa Ringan	a. Penguasaan Konsep	75	91		
				b. Penerapan Konsep	75	87		

CONCLUSION

Preparation and planning PKH training "Batik Malam Print" on students SMALB Surakarta in Surakarta YPAC SLB D is designed to adjust the characteristics of learners. Modules made by Warjiyah (Instructor) is designed with eight indicators that mention and show materials Batik Malam Print according to its kind, mentions and shows batik equipment Batik Malam Print according to function, making simple pattern, afdruk drawing, Batik Malam Print with screen printing techniques, coloring fabric Batik Malam Print with a dab technique, viksasi, washing and drying. The indicators are designed and made to enhance the independence, train motor, creativity, as well as the concentration of learners.

The process PKH training Batik Malam Print in SLB D YPAC Surakarta carried out in accordance with the modules that have been made by the instructor. In conducting activities training

process PKH Batik Malam Print, children with intellectual challenges have not been able to independently so desperately need guidance and assistance from the instructor, while for deaf children in need of assistance in the delivery of materials for their communication barriers and for children disabled constrained at the time of practice because of constraints motorikg endured so be very careful in doing so yansehingga seems slow. Each learner has different characteristics so that the PKH training Batik Malam Print, instructors also have strategies and methods that are specific to each learner. In the PKH training Batik Malam Print, instructors use PKH five training methods are lectures, contextual approach, question and answer method, method demonstrations, and the assignment method. The method used by the instructor to adjust various characteristics of learners.

On PKH Training Batik Malam Print of training, learners both child mental retardation, hearing impairment, and physical impairment can not be fully independent, so still need assistance from an instructor Batik Malam Print. Product PKH training Batik Malam Print in SLB D YPAC Surakarta 2015 is a sheet of fabric Batik Malam Print form deliveryman / tablecloths, sheets Batik Malam Print in the form of fabric pillowcases, sheets of cloth rug and rukuh, fabric sheets wall hangings and fabric sheets Batik Malam Print in the form of clothing materials. Batik patterns on the Batik Malam Print produced by children with intellectual challenges have not vary due to the limited underprivileged children with intellectual challenges in creativity and imagination. Batik patterns on the Batik Malam Print produced by deaf and disabled children have been diverse. PKH training evaluation Batik Malam Print performed with an emphasis on verbal and performance tests to assess the ability of learners in cognitive, affective, and psychomotor. PKH training works Batik Malam Print produced by learners can not be detached from the character possessed by each learner. With the tests and observations on aspects of cognitive, affective, and psychomotor, instructor evaluation and assessment of PKHtraining Batik Malam Print. From the evaluation results PKH Batik Malam Print training conducted by instructors can be seen that learners are able to master the concepts and apply the training concepts PKH Batik Malam Print properly, it can be seen that the value of the mastery of the concept and application of concepts capable of meeting the KKM (Criterion Complete Minimal) , namely 75. Children with physical disabilities obtain the highest average value for competence most excellent among other learners. Learners tunagrahita obtain the lowest average value for competencies possessed by a retarded child lowest among other learners in PKH training Batik Malam Print of training.

From the description of the results of the study, researchers intend to provide advice on the PKH training Batik Malam Print on students SMALB SLB D YPAC Surakarta in Surakarta which may be taken into consideration. The advice is to be conveyed by the researchers are: 1).To hone the knowledge and ideas of learners ABK (Children with Special Needs) need to do more in-depth cognitive tests, either in the form of formative and summative testing, this step is done to determine the competence and ability of the crew to understand the theory of Batik Malam Print. 2).Creativity learners in making the design motif in the pattern Batik Malam Print should be trained more intensively in order ABK ideas and imagination more developed, so Batik Malam Print produced more diverse motives.3).To increase appreciation of the work of students, it is better carried out an exhibition of works Batik Malam Print regularly or periodically in order to increase motivation in the work crew. In addition, it is also necessary to enhance the promotion of Batik Malam Print works ABK (Children with Special Needs).

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