

# **Batik as Local Content for Special Need Students**

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## ***ABSTRACT***

This paper described how local content is needed to be taught to special need students in SMALB PRI Pekalongan. Related to their district local wisdom—Pekalongan, Batik is appropriate to be taught to them. Since most of their parents are Batik entrepreneurs, special needs students need to know about Batik, how to design batik, and how to use Batik for clothes and souvenir, it was done to support their skill after they graduated from the school. In developing Batik as local content, it was done by designing standard of graduate competence, standard competence, basic competence, syllabus and developing teaching material. These documents hopefully would be useful to enrich their knowledge and skill of Batik. As a result, their cognitive, psychomotor, and affective would be developed.

**Keywords:** local content, Batik, SMALB PRI Pekalongan

## **Introduction**

School for special need students as one of school in national education system organizes its education process regularly. Every school is demanded to show its special characteristic in the school curriculum. One way to show its character can be seen from the implementation of local content. Generally, local content is aimed to support students' knowledge, skills, and attitude so that they have good concept about their environment and society based on the rules which are implemented in their region and support the continuity of regional development and national development (*Depdiknas, 2006*). The existence of local content needs to be stated clearly in school curriculum, the school has to pay attention to the stakeholder suggestions.

Suitable planning is needed to realize the education process for special need students. They are educated using curriculum which is designed based on their ability and supported by suitable teaching approach in order that they reach the achievement optimally. The achievement should pay attention to the support of teachers who have competence to implement the curriculum. Education and curriculum are the aspects that determine the success of education itself.

Education wherever it is held, it will not run successfully without the existence of good educators and curriculum. Good education, in this case the teacher who has professionalism is absolute prerequisite to hold good education process. Meanwhile, good curriculum in this case curriculum which has flexibility and sufficient anticipation is the prerequisite to achieve the purpose of education.

The purpose of education has to be in accordance with the need of region that pays attention on the factor of its special character, excellence, and characteristic. Pekalongan that has various societies cannot be avoided from the existence of special need children. Education is a right for every nation, through education the next Indonesia generation will always develop and able to face Asean Economic Society (AES). Pekalongan with its special character—Batik as its branding also has economy potential that everyone can be involved to develop it, including special need children. Education is also important for special need children, the right of special need children must be struggled including education. Special education is teaching learning process which is designed to fulfill the need of disable students (Muhammad, 2007: 2). Education for special need students is not only to be known by people who are involved with special need students but also all of societies and government.

Batik as special character of Pekalongan can be transformed to education for special need students by formulating local content. Its implementation is done by need analysis procedure and designing Standard of Graduation Competence, Standard Competence, Syllabus, and teaching material prototype. SLB PRI Pekalongan was chosen as object of the study, this school holds integrated education for special need student from early-aged, Elementary School (*SDLB*), Junior High School (*SMPLB*), and Senior High School (*SMALB*). *SMALB* became the specific object since the condition of the students is ready for their physic, mental and mindset. *SMALB* PRI is located at Buaran III, South Pekalongan. The classes in this school are divided by using learning group system.

## **Method**

The design of this research is survey and development. Survey research is used to explore the first research objective; it is the need analysis of implementing local content. Meanwhile, the development approach was aimed to explore the second research objective; it was the development of curriculum which is needed to implement Batik as local content in SMALB PRI Pekalongan.

Survey research is type of research that collect the information about characteristic, behavior, and opinion of respondent that is representative to be considered as population. Cross-sectional survey was used in this survey research. The data was only collected for certain period with the purpose to describe the condition of the population. The steps of this research was based on research procedure which was developed by Dick & Carey, those steps are:

1. Need analysis

This step had two function, first giving the description of research objective that was the implementation of local content in SMALB PRI and second—finding link-match of the implantation and the analysis of potential entrepreneur education and batik design in SMALB PRI Pekalongan.

2. Product design

This step was used to describe the prototype development of Passing criterion standard, Standard Competence, Basic Competence and entrepreneur education and batik design which is based on guidance of developing local content and *KTSP BSNP* published in 2012.

3. Validation and Evaluation

This step was done to ensure the validity of research product; those are Passing Criterion Standard, Standard Competence, Basic Competence and the prototype of teaching material that involved the stake holder of SMALB PRI. School role is to cross check the appropriateness between research product and school condition.

4. Final Product

In this step, the valid product which was evaluated procedurally, then the result was presented to the stake holder in order that the objective of

implementing Batik as local content to be inserted in curriculum can be implemented well.

### Result and Discussion

SMALB PRI Pekalongan implements 2006 School Based Curriculum (SBC).

Below is the description of KTSP management in SMALB PRI Pekalongan.

**Table 1. School Based Curriculum (SBC) Management**

| No | Sub Component           | Aspect   | Scale  |   |   |   |   |
|----|-------------------------|--|--|---|---|---|---|
|    |                         |  | 4  | 3 | 2 | 1 |   |
| 1  | 1.1 Organization of SBC | 1.1.1 There is SBC team                        |  | √ |   |   |   |
|    |                         | 1.1.2 There is job description of the SBC team |  |   |   | √ |   |
|    |                         | 1.1.3 There's Mechanism of SBC team            |  |   |   | √ |   |
|    | 1.2 SBC Management      | 1.2.1 There is SBC document                    | Content standard and Standard of Graduate Competence                     |   | √ |   |   |
|    |                         |  | Local content syllabus   |   |   |   | √ |
|    |                         |  | Instrument of Assessment   |   | √ |   |   |
|    |                         |  | report of local content teaching learning process                        |   |   |   | √ |
|    |                         |  | 1.2.2 There is work plan and schedule of local content assessment        |   |   |   | √ |
|    |                         |  | 1.2.3 There is evaluation of local content evaluation                    |   |   |   | √ |
|    |                         |  | 1.2.4 There's regular meeting of SBC team to discuss about local content |   |   |   | √ |

The table above shows the management of SBC implementation such as work plan, evaluation of local content and the SBC meeting to discuss about local content that has been implemented although some of them are in planning stage.

**Table 2 SBC Human Resource**

| No | Sub Component             | Aspect  | Total |
|----|---------------------------|---|-------|
| 2  | 2.1 Local content teacher | 2.1.1 Local content teacher who has relevant educational background   | 1     |
|    |                           | 2.1.1 Local content teacher who has irrelevant educational background | 2     |

SMALB PRI has three local content teachers; 1 of them has relevant education background, meanwhile 2 of them have irrelevant educational background. Paying attention on local content subject that is allocated for 2 hours a week, it is sufficient enough.

**Table 3. Facilities**

| No | Sub Component              | Aspect            | Total |
|----|----------------------------|-------------------|-------|
| 3  | 3.1 Classroom availability | 3.1.1 Theory room | 1     |
|    |                            | 3.1.2 Workshop    | 1     |

| No | Sub Component              | Aspect            | Condition |                  |                |
|----|----------------------------|-------------------|-----------|------------------|----------------|
|    |                            |                   | Good      | Partially Broken | Totally Broken |
| 3  | 3.1 Classroom availability | 3.1.1 Theory room | √         |                  |                |
|    |                            | 3.1.2 Workshop    | √         |                  |                |

The good condition of facilities has not been supported by sufficient teaching media, both theory room and workshop. However, SMALB PRI has commitment to develop ideal facilities.

**Table 4. SMALB PRI Students**

| No | Sub component          | Aspect                        | Total of students for every grade |    |     |       |
|----|------------------------|-------------------------------|-----------------------------------|----|-----|-------|
|    |                        |                               | X                                 | XI | XII | Total |
| 4  | 4.1 Number of students | 4.1.1 Total students          | 5                                 | 8  | 9   | 22    |
|    |                        | 4.1.2 Male students           | 4                                 | 6  | 5   | 15    |
|    |                        | 4.1.3 Female students         | 1                                 | 2  | 4   | 7     |
| 4  | 4.2 Group of Learning  | 4.2.1 Total group of learning | 3                                 | 3  | 3   | 9     |

The data of students for grade X, XI, and XII are 22 students, they are 5 students of X grade, 8 students of XI grade, and 9 students of XII grade. This number is relatively low since the special need children in Pekalongan who study until senior high school is low.

**Table 5. The Implementation of Existing Local Content**

| No | Activities                                | Criterion |    |
|----|---|-----------|----|
|    |   | Yes       | No |
| 1  | Developing self potential                 | √         |    |
|    | a. The headmaster evaluated local content | √         |    |
|    | b. The headmaster motivated the teachers  | √         |    |

|    |   |   |
|----|---|---|
| c. | The headmaster facilitated the teachers   | √ |
| 2  | The implementation of curriculum and instructional process                                      |   |
| a. | The school has curriculum document of local content   | √ |
| b. | The school has manual instruction of local content assessment                                   | √ |
| c. | The school has specific manual of evaluation system   | √ |
| d. | The headmaster gave duties to the local content teacher to develop their competence             | √ |
| e. | The headmaster provide the instrument of instructional supervision to the local content teacher | √ |
| f. | The headmaster evaluated teaching learning process which is done by local content teacher       | √ |

Viewed from the readiness of implementing local content, the school has already formulated the documents of implementing local content; the curriculum, instructional process, and development of the educators.

**Table 6. Need Analysis of Developing Batik as Local Content**

| No | External component                     | Yes | No |
|----|--|-----|----|
| 1  | local potential and local wisdom       | √   |    |
| 2  | support of local government            | √   |    |
| 3  | Recommendation of education department | √   |    |
| 4  | Business suggestion                    | √   |    |
| 5  | Entrepreneurship potential and market  | √   |    |

| No | Internal Component                                   | Yes | No |
|----|--|-----|----|
| 1  | Student competence                                   | √   |    |
| a. | Cognitive aspect                                     | √   |    |
| b. | Motivation and affective aspect                      | √   |    |
| c. | Skill  | √   |    |
| 2  | Parents' support                                     |     |    |
|    | Motivation and support to the children               | √   |    |
| 3  | The ability to formulate curriculum document         |     |    |
| a. | Formulating Standard Competence and Basic Competence |     | √  |
| b. | Formulating Syllabus                                 |     | √  |
| c. | Designing teaching material                          |     | √  |
| d. | Designing assessment                                 |     | √  |
| 4  | School capability                                    |     |    |
| a. | Providing teaching                                   |     | √  |
| b. | Batik workshop                                       |     | √  |
| c. | School activities cost                               |     | √  |
| d. | Everlasting maintenance                              |     | √  |

The school capability to implement Batik as local content face obstacle in some factors since it is private school, so it is not easy to develop local content. SMALB PRI needs support from some sectors in developing Batik as local content. These are some capability consideration of the school; providing teacher, batik workshop, school activities cost, and everlasting maintenance.

Considering teachers' availability, SMALB PRI feels difficult to add competence teachers who are patience to handle special need students and teach batik local content. Therefore, this school needs extra competence teacher. Meanwhile, if it is looked from school facilities, this school has comfortable school building. However, this school does not have batik workshop and its equipment and Batik text books, that is why the school is hard if the school has to prepare all of the equipment to implement Batik as local content itself. In addition, paying attention on cost factor, implementing batik as local content needs much cost. Therefore, parents' supports are needed. Moreover, from continuous maintenance factor, the school feels not sure that this local content will run continuously. Teacher, cost, and facilities will take school energy to implement Batik local content.

Internal problems related to cost and operational of implementing local content, basically got good response from students' parents. Psychomotor development which is guided, it can train students' patience by implementing Batik as local content. They hoped that the implementation of Batik local content is suited to the ability of mental retardation students and deaf students. Looking at internal and external component, SMALB PRI agreed to develop batik as local content for students. This school implements 2006 School based Curriculum as the guidance in teaching learning process. The content standard is based on students' need.

**Table 7.**

**Standard Competence and Basic Competence of Batik Local Content for Mental Retarded Students**

| Standard Competence                   | Basic Competence                        |
|---------------------------------------|---|
| X Grade                               |   |
| 1. Understand the kinds and design of | 1.1 Explain the definition and model of |

|  |     |   |
|--|-----|---|
| batik  |     | stamp batik   |
|  | 1.2 | Explain the definition and model of handwritten batik         |
|  | 1.3 | Identify the design of Batik Pekalongan                       |
| 2. Know the equipment and material of batik                    | 2.1 | Determine the equipments of batik workshop                    |
|  | 2.2 | Determine the materials to make batik                         |
| <b>XI Grade</b>  |     |   |
| 3. Applying technique of coloring batik and mixing batik color | 3.1 | Demonstrate the way to mix batik color                        |
|  | 3.2 | Demonstrate the smearing coloring technique                   |
|  | 3.3 | Demonstrate the dipping coloring technique                    |
| 4. Understanding the technique of batik boiling.               | 4.1 | Explain the technique to boil batik                           |
|  | 4.2 | Use the materials of batik boiling                            |
|  | 4.3 | Demonstrate the process of batik boiling                      |
| <b>XII Grade</b>   |     |   |
| 5. Applying the final process of batik production              | 5.1 | Determine the final steps of batik production                 |
|  | 5.2 | Demonstrate the final steps of batik production               |
| 6. Applying the use of batik as wall decoration and bag.       | 6.1 | Demonstrate the process of making wall decoration using batik |
|  | 6.2 | Demonstrate the process of making bag using batik             |

**Table 8.**  
**Standard Competence and Basic Competence of Batik Local Content for Deaf Students**

| Standard Competence                         | Basic Competence  |
|---|---|
| <b>X Grade</b>                              |   |
|   | 1.1 Explain the definition of <i>Batik</i>                |
| 1. Understand the philosophy of batik       | 1.2 Explain the history of <i>Batik</i>                   |
| 2. Understand the kinds and design of batik | 2.1 Explain the definition and model of stamp batik       |
|   | 2.2 Explain the definition and model of handwritten batik |
|   | 2.3 Identify the design of Batik Pekalongan               |
| 3. Know the equipment and material of batik | 3.1 Determine the equipments of batik workshop            |
|   | 3.2 Determine the materials to make batik                 |
| <b>XI Grade</b>                             |   |
| 4. Making stamp Batik and handwritten batik | 4.1 Demonstrate the process of making stamp batik         |



|  |     |   |
|--|-----|---|
|  | 4.2 | Demonstrate the process of making handwritten batik using grid system |
| 5. Applying technique of coloring batik and mixing batik color     | 5.1 | Demonstrate the way to mix batik color                                |
|  | 5.2 | Demonstrate the smearing coloring technique                           |
|  | 5.3 | Demonstrate the dipping coloring technique                            |
| 6. Understanding the technique of batik boiling.                   | 6.1 | Explain the technique to boil batik                                   |
|  | 6.2 | Use the materials of batik boiling                                    |
|  | 6.3 | Demonstrate the process of batik boiling                              |
| <b>XII Grade</b>   |     |   |
| 7. Applying the final process of batik production                  | 7.1 | Determine the final steps of batik production                         |
|  | 7.2 | Demonstrate the final steps of batik production                       |
| 8. Applying the use of batik as clothes, wall decoration, and bag. | 8.1 | Demonstrate the process of making clothes using batik                 |
|  | 8.2 | Demonstrate the process of making wall decoration using batik         |
|  | 8.3 | Demonstrate the process of making bag using batik                     |

After deciding the Standard Competence and Basic Competence of Batik local content for SMALB PRI, it is followed by fixing Standard of Graduation Competence. It is used as the reflection of teaching learning process final result that reflects students' competence for certain subject.

**Table 9. Standard of Graduate Competence**

| <b>Component</b> | <b>Competence Description</b>   |
|------------------|---|
| Attitude         | Comprehend and do social attitudes such as discipline, diligent, autonomous, confidence, honest, and cooperative based on the context and content of the study or teaching learning process |
| Knowledge        | Know, understand and implement the way of making Batik conceptually, factually, and procedurally based on the context and students' need.   |
| Skills           | Able to think logically, produce, and serve both abstractly and concretely on how to make batik based on the context and students' need   |

Standard of Graduate Competence is composed based on the content standard which includes attitude, knowledge and skills. Those three taxonomy are hopefully make the teaching learning process for special need students, especially mental retardation and deaf students run naturally, give guidance and motivate the students. The output of Batik local content is to create autonomous learning and batik knowledge as the school character.

### **Conclusion**

The analysis of implementing batik local content for SMALB students is deserved to be realized concretely. This research is merely giving a recommendation by paying attention of internal and external factors and gives direct solution by designing Standard of Graduate Competence, Standard Competence, and. Basic Competence as the first step to develop curriculum.

The condition of SMALB PRI students need subject characteristics that is easy to be understood, using suitable method for students, hold assessment which is authentic, educate and has motivation value. The Standard of Graduate Competence, Standard Competence, and. Basic Competence, syllabus, teaching materials, but keep paying attention on the quality. The last target of composing batik local content sets of teaching is hopefully developed the students' knowledge and skill.

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