

Implementation of Smart Board Visual Media for Autistic Children in Grade 2 Indonesian Language Learning

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Abstract: This study aims to determine how the implementation of visual media "Smart Board" for Autism Spectrum Disorder (ASD) children in grade 2 Indonesian language learning. This research method uses qualitative, with this research design using descriptive qualitative. Qualitative research as a complex picture, detailed reports of respondents' views. This research was tested on grade 2 autistic students who experienced behavioural, communication and interaction barriers. The methods used in this research are observation, interviews, and documentation. The results of interviews with teachers and principals that the visual media "Smart Board" is able to accommodate autistic students in learning Indonesian, the material is in accordance with the level of ability of autistic children so that it is easy to understand and the design of the media display that can attract students' attention to use. So it can be concluded that the visual media "Smart Board" is very effective in supporting Indonesian language learning in the classroom as a tool for students to understand the material presented by the teacher.

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Introduction

Education is a conscious and planned effort to provide guidance or help in developing the physical and spiritual potential given by adults to students to achieve maturity and achieve the goal that students are able to carry out their life tasks independently (Hidayat et al., n.d., 2019). Education seeks to direct all the potential of students to the maximum in order to realize a better personality for themselves in the future. Expectations for the world of education are very large to develop the abilities of students and improve the quality of life and dignity in order to realize the goals of national education in accordance with the Law. Based on this and referring to Chapter III, Article 5, Article 6 and Article 8, the State provides full guarantees to all children, including children with special needs, to obtain equal opportunities and quality education services in studying at the same school as normal children of the same age.

Inclusive Education (PI) is an education delivery system that provides opportunities for all Learners with Special Needs (PDBK) including Learners with Disabilities and have the potential for intelligence and/or special talents to attend education or learning in an educational environment together with students in general (Dasar, n.d., 2021).

The purpose of inclusive education is to provide equal rights to children with disabilities or students who have abnormalities and have the potential for special intelligence and/or talent to carry out the same education as children in general according to their needs and skills carried out together in educational units, in supporting inclusive education in regular education units at the Elementary School (SD) or Madarasah Ibtidaiyah (MI) level, it is necessary to have a Learning Media that can be used to convey material so that it can also be understood by children with disabilities during the learning process in the classroom.

Learning media as a physical or non-physical tool that is deliberately used as an intermediary between educators and students in understanding learning materials to make it more effective and efficient (Amka, 2022). As a teacher, you must be able to develop a medium that can be adjusted to the conditions of your students if the media is not suitable for conveying messages to students. Visual media is the core, which attracts and directs learners to concentrate on the content of the lesson related to the visual intent displayed or accompanying the text of the subject matter.

Visual media that provide context for understanding the text help learners who are weak in reading to organise information in the text and recall it (Nurdyansyah, 2019). The more interesting the media made, the more motivated students will be to learn, especially students who experience barriers to social interaction, behaviour, and communication so that the learning outcomes obtained will increase with the help of modified learning media.

Children who experience barriers to social interaction, behaviour, and communication or children who have very complex developmental barriers are called Autistic Children (Suprajitno, 2017). This autistic disorder is the inability of individuals to interact with other individuals; there is a language disorder which is shown by several signs, namely: delayed language acquisition, aholalia, mutest, and sentence reversal; then there are repetitive and stereotype play activities, strong desire routes, and an obsessive desire to maintain order in the environment (Kristiana, n.d., 2016).

Based on the results of observation and identification, children who have Autistic obstacles at MI Hamzanwadi School No.1 Pancor are one student who is in grade 2. As for one of the obstacles is a barrier in communicating verbally or having difficulty talking to other people. The communication used daily is Non-verbal communication or using certain sign symbols that are easily understood by him and his own interlocutors. In addition, children with autistic barriers prefer to be alone or prefer their own world when in the school environment. So, to be able to communicate and be able to understand the material provided by the class teacher in learning Indonesian, especially in practicing writing skills and increasing verbal and non-verbal vocabulary.

Indonesian language lessons in elementary schools (SD) or Madrasah Ibtidaiyah (MI) have one of the objectives is to expect students to be able to communicate using Indonesian, both orally and in writing (Solchan dkk, 2014). Through Indonesian language lessons with material that is modified as simply as possible, it can increase the knowledge of autistic children in the form of vocabulary and practice writing skills. A good vocabulary will help autistic children in understanding other learning materials as well apart from the Indonesian language lessons themselves. In addition, a good vocabulary can help autistic children communicate with their interlocutors and be able to receive, understand, identify, and respond to the information they receive and then be able to convey the information back through writing or by using non-verbal language that can be understood.

Based on the description above, the research was conducted to find out how the implementation of visual media "Smart Board" for Autism Spectrum Disorder (ASD) children in grade 2 Indonesian language learning. Visual media "Smart Board" whose development refers to the needs of Autistic students at MI Hamzanwadi No.1 Pancor especially in Indonesian language learning.

Research Method

This research was conducted at MI Hamzanwadi. This research uses a qualitative method with a qualitative descriptive design. The product that has been developed in this study is in the form of visual media "Smart Board" for autistic children in learning Indonesian Language Class 2 using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). Data collection using observation, interview and documentation techniques. The subjects in this study were 1 student with autistic barriers in grade 2. The data collection techniques and instruments used in this study are in the form of qualitative data and quantitative data. Qualitative data in the form of input / suggestions made by respondents regarding the appearance and material, as well as the results of interviews using teacher and principal response questionnaires.

Result and Discussion

The results of this product trial have an impact on Autistic students in the form of students' academic development in recognising various Indonesian language learning content presented on the visual media "Smart Board" and autistic students show interest in using the media and doing exercises in sequence. However, students with autistic barriers must still be explained repeatedly and shown first how to use the media and then students are asked to try slowly until students really understand and understand what has been exemplified. The image of the visual media "Smart Board" can be seen in the following figure: using the teacher and principal response questionnaire.



Figure 1. "Smart Board" Visual Media Design

The results of interviews with teachers and principals that with the visual media "Smart Board" children will be more interested and their learning experience will be more explored, especially for students in the autistic category and for normal children in general. Visual media "Smart Board" is very accommodating for autistic children in learning Indonesian because the condition of autistic children will be more stimulated from the visual side, the ability to see something developed in the symbol and can facilitate the teacher in organising the class and making children focus will be easier so that by using this media the learning process will be more structured, delivery of messages/learning objectives will be more quickly accepted by students and student reasoning will be more trained. Teachers feel greatly helped by the existence of new innovations from students who are expected to be able to assist teachers in meeting the needs of students in the learning process in the classroom.

Conclusion

This study found out the response of principals and teachers regarding the product in the form of visual media "Smart Board" for children with autism in learning Indonesian Language grade 2. The products produced in this study have been assessed as valid or feasible to use in learning Indonesian Language seen from the results of the assessment by respondents in terms of material and display design. The results of the material expert validation that the visual media "Smart Board" get an assessment response is very good. While the validation results of the display design expert validator, namely the visual media "Smart Board" get an excellent assessment.

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