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The application of the *mesatua* method using cartoon media in Hindu religious learning to develop student independence with disabilities

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Abstract--The purpose of this study is to explore the aspects of student independence with the *mesatue* (storytelling) method application of cartoon media to students with special needs. This research was conducted at the special school in *srada bhakti* activities. The research subjects were 27 people, from elementary to high school students. The data collection method used was the observation method, with the instrument of student independence aspects. The data analysis used descriptive analysis. This research was conducted with an initial evaluation before using cartoon media and a final evaluation after listening to Hindu religious education material and Buddhist characters. The media is designed according to the learning characteristics of students with special needs and can be accessed using personal computers and cellphones. The learning approach with the *mesatue* method is combined with the appearance of sound cartoon media (dubbing) equipped with sign language, interactive images so that it can accommodate students with mental and hearing impairment. The results of this study as a whole from low, medium, and high levels with the deaf and mentally disabled categories showed that the introduction of Hindu religious values using the *mesatue* method with cartoon media reached 52%, an

increase. This means that the *mesatue* method with cartoon media can significantly improve students' independent attitudes according to the formulated indicators.

Keyword--*mesatue*, independence aspects, students with disabilities, Hindu religious, mentally disabled categories.

Introduction

Learning demands during the COVID-19 pandemic were prioritized in the delivery of learning material with an attractive method, both online and offline. Innovation and maximum efforts from educators are needed so that students can receive learning well. Various innovations have been made by educators to provide proper knowledge, especially learning for children with special needs (disabled). According to Jhon C, Maxwell, (1995) disabilities are people who have physical and mental disorders which are obstacles in normal activities. This condition is congenital or appears in adulthood as a result of accidents, malnutrition, abuse, and other causes that indicate mental or physical disabilities.

Disabilities (different ability) is someone who can carry out different activities compared to the average person or someone who loses or has physiological, psychological or structural, or anatomical abnormalities (Wikipedia). The existence of children with special needs with all their limitations is entitled to the same knowledge as normal students. This is based on the 1945 Constitution Article 31 paragraph 1, which is stated that every citizen has the right to education, without exception and discrimination has the same opportunity to obtain the education, as well as for children with special needs. In line with this, it will further strengthen the opportunity to get an education like normal students. Because, in *Yajur Weda* XXXIV.5, it is stated that the correct knowledge obtained by humans makes human life always trying to develop their personality and independence (*svatanyam*).

In children with special needs, the term aspect of independence means that everything can be done independently. Independence is the third essential element of morality which originates in people's lives and grows and develops due to two factors, namely discipline and commitment (Emile Durkhein, 2014; Kane, 2020; Zag, 2020). According to Parker (2005) independence also means the presence of self-confidence and the absence of doubt in setting goals and is not limited by the power of doubt. The independent attitude of students with disabilities in individual readiness to stand on their own is characterized by taking their initiative, being diligent in learning, doing something without the help of others, acting creatively and taking their initiatives to generate new ideas, and being responsible for completing assignments completely. The independent attitude of students with disabilities needs to be maximized to foster students' self-confidence. According to Desiningrum (2016) that children with special needs need parental/caregiver assistance, because parents are the main agents in children's education, parents should provide ample time to guide individually. To assist students in optimal development related to several essential attitudes, such as children's independence.

The independent attitude of children with special needs is fostered and instilled by giving concrete examples because naturally, children have the urge to be independent of themselves. The importance of an independent attitude is developed in children with needs to be able to serve themselves even amid their limitations, independent personal according to Fathurrohman (2017) that attitudes and behaviors are not easily dependent on others in completing tasks. Independence also raises children to be responsible for meeting their needs. The correct introduction to Hindu religious values cannot only be done with one method, because in the introduction of religious values real experience is needed to describe the imagination of students.

The right method is very important to use to instill Hindu religious values in students with special needs so that learning objectives are achieved. The learning method is part of an instructional strategy because it serves to present, describe, give examples, and provide training to achieve certain goals (Yamin, 2007). This study focuses on the storytelling method in the material to introduce the Hindu holy days. The storytelling method is an alternative that can be used to deliver news pragmatically. The purpose of storytelling is to provide information to others through expressions, feelings, events experienced, the desire to share the experiences they have had. Storytelling activities have the benefit of enriching vocabulary and training children's courage in communicating. Storytelling in the traditions of the society in the past is an option to introduce ethical values to strengthen children's beliefs, entertain and be an effort to reward children. According to the KBBI (2003), it is stated that storytelling is a speech that describes an event or event that tells of the actions, experiences, happiness, and suffering of people, whether the incident is real or imagined.

The use of media in the *mesatue* method strengthens the enthusiasm for children in listening to the stories being told. According to Siregar (2014), it is stated that visual enhancement can increase memory in the learning process and can increase memory up to 71% from original memory. On this basis, the addition of visuals in addition to auditory incoming messages for students is stronger. The sensation of attention that students have will reinforce each other because what is heard is strengthened by the vision and vice versa. Providing quality education to students with special needs in this era of information technology requires teachers to follow technological developments. The technological skills needed to harness the power of computers and technology are associated with effective learning. Technology in the form of computers, information networks, and multimedia will provide access to everyone in the community to learn (Sugiarmin, 2010; Kamarova, 2021; Zavalzi, 2021)

According to Nurjanah (2020), telling stories can improve children's speaking skills and self-confidence. Media according to Gagne (1985) various types of components in the environment of students can become an attraction for learning. Media are all physical tools used to present messages and be able to make students excited about learning such as books, films, tapes, and other examples. The elaboration of the *mesatue* method with the use of animated cartoon media is expected to be an alternative that attracts students with special needs. Animation is a series of images that form a movement with the main features, namely: (1) image, the animation is a depiction, (2) in the animation a

movement is depicted, (3) objects created with images or other simulation methods. Animated cartoon is a film for television cinema or computer screen, which is designed using moving images, made for educational commercial entertainment. Technology in the form of visual media with the hope of making it easier to understand the material that is abstract and able to strengthen memory. This visual media can connect the content of the lesson with the real world and develop knowledge through illustrations that support student memory.

Storytelling (*mesatue*) is the art of using language, vocals, sign language (body language) to reveal a real picture of a story. The relevance with cartoon media is that stories can be listened to well when elaborated with learning media. This will strengthen children's understanding of a story. Children who have developmental power need a special learning method. The design of varied and innovative motion patterns is believed to be able to increase the potential of students with special needs in growing physical, emotional socialization, reasoning power. And foster independence.

Learning gaps occur in special schools where the use of media is still minimal in the era of 4.0 and the religious learning process is combined in one class with different levels and categories of disabilities (Saridewi & Paula, 2019; Djumabaeva & Kengboyeva, 2021). In addition, common problems that occur in today's society include blasphemy due to a lack of understanding of the application of religion, violence, a culture of bullying in the school environment, sexual harassment, drug use, and theft.

The phenomenon above suggests the need for teachers who have innovation in learning. Innovations are needed in this pandemic so that students continue to learn properly and can understand the material correctly. Based on the results of a literature review, a fun strategy, interesting material presentation, can attract the attention of students. This is published in Sadiman (2006) that a cartoon is an image that uses symbols that can attract attention, influence attitudes and behavior because large-scale messages can be presented briefly and the impression lasts long in the memory. Cartoons are visual media that can make it easier to understand abstract material to concrete things and can strengthen memory. This visual media can connect the content of the lesson with the real world and develop science with illustrations that support student memory.

Based on the description and reasons for the problem, at special schools, the urgency of this research was researched with the theme of using the cartoon media *mesatue* method in Hinduism learning to develop aspects of student independence. Independent personal will be very beneficial for the future of children with special needs. By applying the *mesatue* method with cartoon media, learning activities will become more interesting so that language skills, communicating with sign language, and self-confidence will increase. Efforts to improve the attitude aspects of children with disabilities require special interventions in the learning process so that they can touch all aspects of development and the needs of students (Bandi, 2006; Grzega, 2021; Jafarova, 2021; Suryasa, 2019). This research was carried out to explore learning for and to present scientific evidence supported by empirical data and the advantages of the *mesatue* method and learning media for students with special needs.

Research Methods

The data collection method is to use the observation method to know in depth the activities that are taking place so that accurate and relevant data can be obtained. Direct observations made during learning can help find problems and solutions in learning activities at schools with special needs. The method of observation in data collection using the instrument of student independence ability, the analysis was carried out descriptively, this research was conducted at the Special School in West Nusa Tenggara at the level of class IV to Class XII. The research subjects were 27 people categorized as deaf and mentally disabled students. The combination of media with the *mesatue* method is one effective way that teachers use in introducing Hindu religious values. *Mesatue* (telling) is a productive language activity because by telling a story someone has used thinking, mental readiness, courage in conveying the message of the story that is conveyed so that it can be understood by others.

Results and Discussion

The results showed that the application of the cartoon media *mesatue* method can increase the independence of students with disabilities in the categories of mentally disabled and deaf disabilities. The combination of stories with cartoon media reinforced by sign language and real pictures shows the enthusiasm of students in listening, listening, and digesting the education of Hindu religious values. *Mesatue* activities with animated cartoon media provide a very complete learning experience. Children with disabilities with the category of mentally disabled can listen to material by listening to story narratives, display cartoons and examples of the values of religious education in the *Lubdaka* story. Deaf students are very excited to watch the animated video which is equipped with audio narration in sign language.

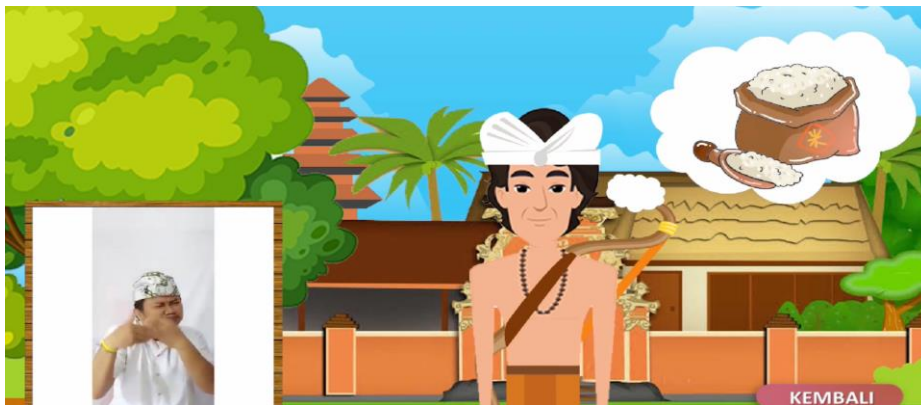


Figure 1. Lubdaka's story using cartoon media in Hindu religious learning
Source: Personal documents of research results

Learning activities with the *mesatue* method are not a new method in learning Hinduism, but this method is rarely used because: (1) a long process is required in planning, (2) material is prepared following the characteristics of students with

disabilities, (3) the development of cartoon media requires a lot of money, (4) it takes collaboration with researchers and training for teachers to design materials and instructional media, it takes encouragement and motivation for teachers in special schools to use this *mesatue* method. This alternative media choice does not necessarily get a response from special school teachers, for that it requires regular assistance to provide solutions for educators who want to further improve their performance.

The results of this study also explain that the *mesatue* method when examined with concern is very useful for all aspects of the senses possessed by students with disabilities. Students with various categories of disabilities can listen to this method with enthusiasm. A complete learning experience can be obtained in *mesatue*, namely practicing listening to stories, practicing vision, practicing memory, through the cartoon media shown. Students with mental disabilities can see pictures like reality, hear the narrative of the story so that information is obtained about knowledge, the ethical values of Hinduism, and the responsible attitude played by each character in the story. The values of religious education contained in the stories presented can be learned, lived, and applied in the daily life of children. For deaf category participants, they will be able to observe the *mesatue* method with the appearance of cartoon media images. The novelty of this media is equipped with sign language for moral values through moral messages conveyed in the story and also the strengthening of educators.



Figure 2. Strengthening educators in the learning process

The process of learning activities using the animated cartoon media *mesatue* method provides: (1) real experience, (2) easy to attract students' attention, (3) arouses motivation, and (4) brings pleasure to children with special needs. The child's feeling of joy in learning is confirmed to be able to develop aspects of the child's ability to express, learn to communicate, and learn to understand the contents of the story. This will also help, the child has an independent attitude, namely an attitude of discipline, responsibility which is shown in the characters in the cartoon media story.

The findings of the implementation of learning using the cartoon media *mesatue* method can increase independence and be able to foster student motivation to listen to a story. The total number of 27 students categorized as low (SD), medium (SMP), and high (SMA), before and after the use of the cartoon media *mesatue* method can be classified as aspects of student independence which are described as follows.

Table 1
Assessment criteria for of independence aspect

Item	CODE	Description
1	C1	Doing something self-motivated for one's own needs
2	C2	Diligent in studying
3	C3	Doing something without the help of other people
4	C4	Acting creatively and taking your initiative in generating new ideas
5	C5	Responsible for completing tasks thoroughly

Table 2
Student activity criteria

Percentage	Value	Quality	Predicate
86% -100%	A	5	Exelence
76% -85%	B	4	Good
60% -75%	C	3	Sufficiently
55% - 59%	D	2	Deficient
1% - 54%	E	1	Weak

Table 3
Changes in students independence attitude of special needs

Total Student	Level/ Student Category	Value		Percentage Change
		Early	Finally	
	Mentally Disabled			
9	SD	108	138	21%
7	SMP	80	102	47%
4	SMA	55	70	75%
	DEAF			
5	SD	60	77	23%
1	SMP	16	21	71%
1	SMA	21	25	80%
Total				52%

Student independence indicators are stated in the table above, from the results of the analysis of student independence, it was explained in detail that students with disabilities related to aspects of independence after preliminary observation and final evaluation showed: (1) mentally disabled students at the elementary school level experienced an increase of 21% with 9 students, the junior high

school level experienced an increase of 47%. 7 students, and high school students by 75%, and (2) deaf students at the Elementary School level experienced an increase of 23% with 5 students, junior high school level increased by 71% for the number of students 1 person, and SMA by 80% with a total of 1 student people. The percentage results obtained in this study showed that the effective ability in the aspect of independence of deaf students was higher than that of mentally disabled students.

According to Delphi (2006) that developmental power is having problems in learning caused by intellectual, social, mental, physical, and emotional barriers. These obstacles slightly hinder the development of independence of students, especially at the elementary school level. The development of the abilities of mentally disabled students began to develop at the junior high school level to the next level. The results of this study prove that on the aspect of independence, mentally disabled students at the elementary school level show low student interest in learning even though aid media is displayed. This condition, according to Delphie, children with mental disabilities have difficulties in functional abilities. At the primary school level, students are less interested in doing something with their encouragement for their own needs, have not been able to focus on learning, and look restless in class. At other points such as creative action and new ideas slowly begin to emerge as well as being responsible for completing tasks even though they are still with the help of others. At the junior high school level, the five aspects of independence have started to develop well, at the high school level the development of the independence aspect has started to increase. This development is shown in the table above. it is shown that the difference between pre-test and post-test. Students at the high school level are categorized as mentally disabled and students can tell the contents of the story briefly and students with disabilities convey the contents of the story through writing. Deaf students with hearing impairments can listen to stories well from elementary to high school levels. According to Delphi (2006), deaf students have intelligence almost the same as normal students while mentally disabled students have less intelligence than normal students.

In general, the learning conditions with the cartoon media *mesatue* method in the Special School can understand learning. The advantages of the cartoon media *mesatue* method that are designed, developed, and applied in this research can be conveyed and displayed repeatedly. According to Pavlov (1996) in Classical Conditioning theory that behavior can be formed by being repeated with inducements which can foster cool behavior. The repetition process carried out on learning materials for children with special needs will be able to foster students' memory in understanding the content of learning.

The use of the *mesatue* method in this study is also proven in the results of Nurjanah (2020) states that storytelling can attract students' interest to attend school because it has a re-creative and imaginative effect and provides a social barometer for children about educational values so that it provides space to develop the ability to empathize, sympathize with others. Empirically in family education, the *mesatue* method is a community habit since time immemorial, cultivating the values of goodness so that children are stimulated by humorous, attractive, and communicative storytellers. The values of kindness are integrated

with various skills so that they can easily arouse the desire of children to be able to analyze problems that are found around them. Storytelling encourages children to interpret the learning process and encourages students to look at problems from the point of view of others so that they are easily digested.



Figure 3. Media storytelling activity by a religious teacher

The use of the *mesatue* method in children with special needs will make students more independent individuals. But all cannot be separated from the role of the family as the basic foundation for starting character education related to student independence. Habits and exemplary encouragement for children with disabilities are also strengthened by the inculcation of religious values which is carried out gradually. The family environment can also make an independent culture grow naturally, habituation is a good thing to do in a family environment both through assignments and useful activities. The school environment is a strong supporter of fostering independence, the role of educators outside of learning, students are directed by assignments, habituation, direction, teaching, and modeling. Activities outside learning at special schools students are combined in one class in *srada bhakti* activities, learning batik, scouting which contributes to education where simplicity and independence are contained.

Conclusion

Independence is an attitude that is driven by the desire to do something with self-encouragement for one's own needs, the attitudes and behaviors shown are not easy to depend on other people, are creative and initiative in generating new ideas, and are responsible for completing tasks completely (Fathurrohman, 2017). The development of independence of students with disabilities does not occur significantly. The ability of students is barely visible. In junior high school, children begin to show the attitude they naturally have. can be observed the attitude of independence of students in adolescence equal high school. This independence arises due to repeated gaining of knowledge. Referring to the results of the analysis in this study, it was found that the overall increase reached 52% with the pretest and posttest results. This shows that the application of the *mesatue* method in Hindu religious learning can significantly increase student

independence, communication. Another thing raises students' self-confidence. The conclusion is that the *mesatue* method on children with special needs using cartoon media can empirically increase self-confidence, learning outcomes, and students' independent attitudes.

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