



THE EFFECT OF THE ANIMATION FILM "NUSSA" TOWARDS IMPROVING THE CHARACTER OF COURTESY OF CHILDREN WITH DOWN SYNDROME

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ABSTRACT

This study aims to improve the ability to improve the character of courtesy of children with Down syndrome by using the video animation media Nussa on students of class VII syndrome in SKH Sutmaemun, Serang Regency. The purpose of this study is seen from the ability of students before and after the implementation of Nussa animation based on Nussa animation video criteria, namely increasing the character of courtesy towards students. This research method is an experiment with a Single Subject Research (SSR) type of study with A-B-A design. The subject of this study was a student of class VII in SKh Sutmaemun district of Serang. Data collection techniques by means of tests and observations. Data analysis in this study used descriptive statistical analysis. The results showed that the use of Nussa animation media could improve the character of class VII down syndrome in the Serang regency. This is indicated by (1) Increasing the Mean Level of phase A1 to phase A2 which is 33.33% to 54.165%, (2) Changes in the stability of the data in each phase shows stable data (100%) and shows the ascending direction from phase A1 to A2, (3) there is a change in the level of data between the A1 / B phases (+ 33.33%) and between the B / A2 phases (-33.33%), (4) the percentage of overlap data overlap data obtained is 25% in the phase B / A2, and (5) students feel happy learning to use Nussa animated videos because they are not boring.

Keywords: down syndrome, polite character, Nussa animation.

INTRODUCTION

Persons with disabilities have the same opportunity in all aspects of life, including people with Down syndrome. Lack of polite manners and behavior towards social interaction makes parents of their peers reduce the time children play with children who are less polite, this is one form of action that violates Human Rights (Law No. 39 of 1999 concerning Human Rights). Children with Down syndrome have the right to be treated the same as other children who do not have Down syndrome. According to Oetomo (2012: 20) polite is an attitude of respect and adapt to behavior, polite in speech, language and good behavior in accordance with local customs and culture that we must do. Polite behavior reflects one's own behavior, because being polite means respect, reverence and order according to custom. Therefore it must be done every time meeting other people as a form of respect for others. People who are not polite are usually shunned by others. Fellow humans have a desire to be respected, that is the reason why they must always be polite to others. For students who sit in elementary school, courtesy behavior needs to be developed, considering that in various activities interactions between one individual and another individual are needed.

Developing the attitude and behavior of courtesy in children with Down syndrome can instill character education in courtesy. Muchlas Samani (2012: 41) emphasized that character is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of the family, community, nation, and country.

To overcome this, the teacher has tried to use learning methods that can instill the character of courtesy, but the results have not been maximized. As a teacher who is responsible not only for cognitive aspects, but also aspects of social development, this has become a concern by finding solutions to solutions through learning services using animated film media. In order to attract students' attention to be able to pay attention and take meaning in the animated film, and can be practiced in everyday life.

Animated film is a media that creates a fantasy of motion as a result of shooting a series of images that describe changes in position. The animated film media conveys learning messages audio-visual with elements of motion. This media will be interesting and always ready to be accepted by the audience, especially children. Screening of animated films in accordance with the material taught is expected to form emotional memories in students and can accommodate children



with Down syndrome to remember words that keep repeating and focus on the animation and actions of the animated film.

RESEARCH METHODS

The research method is a scientific way to obtain data with specific purposes and uses (Sugiono, 2011: 2). Experimentation is a research method used to look for the effect of certain treatments on others under controlled conditions (Sugiyono, 2011: 72). Experimental research designs can be broadly divided into two groups, namely group design (design group) and single subject design (single subject design)". Sunanto, et al., 2006: 41).

In this study researchers used the experimental method with a single subject or single subject research (SSR) Research subject. The subject of this research is 1 child with Down syndrome who is female with 19 years old and sits on the SMPKh bench in the 2nd grade of Junior High School.

Data and data sources In this study, researchers used an experimental method with a single subject or single subject research (SSR) which aims to determine the use of the animation video media "Nussa" which is given to the subject repeatedly at a certain time in order to improve the character of courtesy in children with Down syndrome class VIIC SMPKh. The SSR design used in this study is A-B-A, which is to find out whether there is a relationship between free variables and dependent variables. Data Collection and Recording Procedure The data collection techniques and procedures in this study were carried out in the following ways :

1. Stage I (Observation) In this phase, it is to find out the child's initial condition in the character of courtesy before being given an intervention through observation. In knowing the child's initial condition, the study was conducted three times in order to obtain stable data.
2. Phase II (Experiment with Single Subject Research) After obtaining stable data on the child's initial condition, in this phase the researcher gave an intervention using the animation video media "Nussa" to instill good manners. This intervention was carried out five sessions to obtain stable data. At this stage using the Single Subject Research experiment.
3. Phase III (Data Nalysis) After being given an intervention (B), then in this phase repeats back to the base line (A1) phase, the researcher only observes by making observations to find out the character of manners in children without using the animation video media "Nussa".

Data analysis technique collected data, then analyzed with certain calculations that can be justified naturally. This calculation is done by analyzing data in conditions and between conditions. the analysis in conditions has a length of conditions, direction trends, stability trends, trace data, ranges, level changes. In the inter- condition analysis the components of the analysis between conditions include the number of variables changed, changes in direction and effect trends, changes in stability and effect tendencies, changes in data levels, overlapping data.

RESULTS AND DISCUSSION

Based on the results of the research that has been analyzed above, it can be seen that the influence of Nussa animation media expectations on the ability to respond to the word down syndrome VII's manners. This can be seen from the results of tests of the ability to respond to the word courtesy in the baseline-1 phase, interventions, baseline-2 that have been analyzed both in conditions and between conditions, and the results of observations of students.

In the analysis of the results of the numeracy test the students' multiplication increased from the baseline 1 to baseline-2 phase. The purpose of this research is that students can respond appropriately to the word courtesy using Nussa animation media. Based on the data above, there was an increase from the baseline-1 phase to the baseline-2 phase as seen from the mean level of percentages responding to the students' courtesy. This shows that the application of Nussa animation media influences the ability to respond to students' polite words.

Data on the results of the development of the ability to respond to students' polite words that are used in daily life by using the nussa animated video media are also analyzed through in and between conditions. In accordance with the opinion of Juang Sunanto (2006: 73) to determine the size of the effect of a treatment, then "an important component that can indicate whether or not the effect of intervention on the dependent variable is the aspect of stability, level changes, and more or less overlapping data or overlapping data". Based on the analysis results obtained, in the baseline-1 phase, interventions, baseline-2 all have stable data (100%) which is shown by the small level of data variation so that the steps for implementing the intervention can be given directly in accordance



with the research procedure plan. As for the level changes between conditions it is shown that between the baseline-1 phase and the intervention phase (A1 / B) a change in the level of data is obtained (+ 33.33%) in the direction of improvement and in the conditions between intervention and baseline-2 have a decrease in obtaining changes the level of data is (-33.33%). But at baseline-1 and baseline-2 had a good increase, showing that the application of Nussa animation media had a significant influence on the ability to respond to the word courtesy. The condition between the intervention phase and baseline-2 has a declining percentage because of the treatment of the animation media Nussa is very helpful in responding to polite words, so there is a decrease in the ability to respond to polite sentences. Very significant results are found in the greeting questions, where after the intervention is given, students can implement the greetings during the 2nd baseline test.

In the overlapping data analysis results (overlap data) can show changes between conditions which are represented by the existence of the same data between the two comparisons. This same or overlapping data indicates a change in both conditions. The more data that overlaps, the less influence the intervention will give. This is consistent with Sunanto's opinion (2006: 84) that "The smaller the percentage of overlap, the better the effect of intervention on target behavior". Under conditions between baseline-1 phase and intervention (A1 / B), there is no overlapping data so that the percentage of overlap results is obtained by 0%. While under conditions between intervention and baseline-2 phase (B / A2), there are overlapping data 25%, but it still indicates that the application of Nussa animation media to the ability to respond to the word politeness is influential and can be convinced because the percentage of overlap data does not reach 90%.

Data from observations of students are also used to support the results of the test analysis of the target behavior, namely the ability to respond to the word polite manners. In the observations it can be seen that the development of the ability to respond to the word student courtesy is getting better and better in socializing. In grade VII students it should be commonplace to say and respond to polite words.

CONCLUSION

Based on the results of research on the use of Nussa animation media on the ability to respond to words of courtesy in children with Down syndrome in SKH Sutmaemun Serang Banten, it can be concluded that the animation video of Nussa affects the ability to respond to the word polite, this is indicated by an increase in the mean level. Can be seen at the mean level A1 to A2.

An increase in the mean level occurred in each phase with the acquisition in percentages in the baseline-1 and baseline-2 phases increasing from 33.33% to 54.165%, which clearly shows that there was an increase in the behavior of responding to polite words by using the animation media Nussa.

The results of the study show that Nussa's animation media can help children in the process of building good character in students in applying the word polite in their daily lives. After giving student intervention, shows the success seen from the average rating that rises between A1 to A2 which can be seen from the graph. Thus the results of this study can provide answers to the hypothesis in this study that the use of Nussa animation media can improve children's ability to respond to the word courtesy.

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