

Analysis of the Maritirukan Film as a Distance Learning Media in Developing Social Skills of Children with Special Needs

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Abstract Generally, children detected by Autism, ADHD, and ADD often experience problems in all aspects of the developmental process, so that they need media in learning social skills. However, the existence of learning media for children with developmental barriers is still limited. Moreover, parents and teachers have limited knowledge and sources. This study aims to describe the analysis of Maritirukan film to develop children's social skills that can be used as a learning media. This study was qualitative research. The data were collected using interviews, focus group discussions involving parents, teachers, and experts, and questionnaires involving parents and teachers. The result showed that Maritirukan film in line with the needs of parents and teachers. This film is suitable for teaching social skills, consider the characteristics of children, and can be used independently both in home and schools. In the aspect of film materials, the quality of the film is categorized in good quality. In the legibility aspect, the message of the film, entertaining aspect, quality of resolution, and the setting of film are well provided. In conclusion, this film can be an alternative for parents and teachers to develop the social skills of children with developmental barriers.

Keywords Learning Media, Social Skills, Children with Developmental barriers

1. Introduction

Learning is a process to achieve abilities for a human to face life challenges. In the teaching and learning process, two important things must be considered in order to achieve learning objectives. These are methods and media which complement each other in the teaching and learning process. The method used is usually adjusted to the media used by the teacher in classroom learning. The use of media and methods will affect the success of student learning. However, several other aspects must be considered, such as learning objectives, types of tasks, and the expected response to students in the learning process.

The use of learning media can enhance and direct the children's attention so that it can lead to motivation to learn, encourage direct interaction between students and their environment,

and allow students to learn according to their abilities and interests. Learning media can provide students with a shared experience about events in their environment and allow direct interaction with the teacher, the community, and the environment [1].

Learning media, especially for children with special needs, is an essential aspect of the learning process. According to a previous study conducted by researchers about observing three autism children in elementary school, it was found that these children tend to have a visual learning style. They liked to look at books and pictures, watch films, enjoy learning with computer media. In general, they were easier to digest the information obtained using a visual method than just what is heard. Besides, children also learn by trying and gaining knowledge through experience as other children did, but it needed more time for some children. However, other autistic children learn from the listening method. They looked easy to repeat words but did not understand the meaning of the words. Based on that, it means that children with developmental barriers need learning media, especially in learning social skills.

In general, children detected by autism, ADHD and ADD, they often experience problems in all aspects of the developmental process, including social skills in the early years of development until he is at school age and some even into adolescents and adults. Developmental barriers or developmental delay is a condition when a child does not achieve developmental stages in comparison with other children in the same age [2]. Children may difficult in the acquisition of language, social skills, and behaviour. According to previous research about autism children, the problematic social skills of autism children in inclusive education consist of behavioural and affective areas [3]. Moreover, the problems of social skills of autism children not only arise in school but also in their environment. For example, about the interaction with their siblings in their environment, children with autism have difficulties in communication, negative attitude of people, and other problems are behavioural areas [4].

Burton states that children who are difficult to master their developmental tasks, including adjustment skills, can be categorized as slow learners [5]. To find out the abnormalities or delays, parents and teachers can refer to the stages and tasks of development, according to their normative age. According to Abdurrahman (2013), the difficulties in obtaining skills are divided into two groups, namely, difficulties associated with obtaining development tasks and difficulties in academic learning or academic learning disabilities [6]. To assist children with developmental barriers, parents and teachers need a distance learning model for social skills [7]. Distance learning can be helped by media for children. Based on that, children detected by Autism, ADHD, and ADD need a learning media to develop some skills.

The film is one of the media variety that can be learning media. The film is an audio-visual media. It is equipped with sound and image equipment functions in one unit. Films are also named pure audio-visual media, which same as television and video. The film is used simultaneously in one time or one learning process [8]. A film is a communication tool that helps the active learning process. By using film, what is seen by the eye and heard by the ear, is faster and easier to remember than what can only be read or heard.

The Maritirukan films are produced as learning media for children with special needs with the aim of developing some social skills. This study aims to analyze the film material of social skills for children with basic level needs or at an early age. Learning material is developed from indicators of learning achievement of social skills. The film was developed as a learning media by designing interesting film material, having suitable material content, and having good film quality.

The social skills film package that will be produced will be a source of learning for the skills that will be trained for children with special needs or specifications for children with

developmental problems who experience obstacles in social interaction, communication, and independence. The social skill film of Maritirukan can be a learning media at home and can be an alternative activity with parents. Social skills not only can be taught in schools but also in home, parents can do distance learning of social using learning media such as film. This film can support online learning where film media access can be obtained through the internet network. This is supported by the use of the internet network that can be accessed even to the border areas and also some areas in remote Indonesia.

Media means an intermediary or messenger of messages from the sender to the recipient of the message [9]. According to the Association for Education and Communication Technology (AECT), media are all forms and channels for the process of transmitting information [8]. Media that carry messages or information that are instructional or contain teaching purposes are called learning media. Learning media is not only used as a tool but also functions as a messenger from teacher to student. Based on a series of concrete-abstract unity, a film can present abstract information in a short time. According to Dale, through film, students can take advantage of more abstract learning activities so that they can form a more concrete set of experiences to give meaning to a more abstract representation of reality [10].

The film is an exciting medium for children because it contains moving images. Films have the advantage of communicating ideas or concepts. The benefits and characteristics of film media in increasing the effectiveness and efficiency of the learning process are that the film can be repeated to add clarity to the message conveyed quickly and efficiently to remember to develop the minds and imagination of students [8].

According to Kirk et al. (2012), to know how children learn something and process information needs to be done with exploration [11]. Information processing explains how students interact and respond to the environment and how the learning process takes place. First, students receive information through the senses (vision, hearing, kinesthetic, haptic, gustatory, olfactory). Then they process information through classification, association, reasoning, and evaluation of abilities. Finally, they respond to information through outputs (speaking, writing, motor responses, dancing, acting, walking, social interaction).

Social skills learning related to non-academic development. However, the impact of this inhibition can inhibit the acquisition of children's abilities in terms of academic development as well. In general, children learn from what they see, hear, and feel. As they age, they will develop their understanding and then usually react to these stimuli. Unlike autistic children and some children who have developmental problems, they can also hear, see and feel, but in interpreting what they see, hear and feel it will be different from the development of children in general. This case happens because the information process in his brain is experiencing problems [12].

Based on the existence of obstacles to the process of understanding concepts in children with developmental barriers, the teacher takes a variety of ways from strategies, media, and curriculum targets that are more individualized and aim to make the message conveyed well received by children. One of learning media is an education film. However, the existence of learning media for children with developmental barriers is still limited. Parents and teachers need an overview of what learning media can be used for social skill learning. This study aims to describe the analysis of the Maritirukan film to develop children's social skills that can be used as a learning media and accessed by parents at home.

2. Materials and Methods

This study used qualitative research with a descriptive method. This research was taken to

describe the Maritirukan film as a distance learning media to develop the social skills of children with developmental barriers. The research is located in Indonesia, involving parents and schools in Jakarta. The instrument was the researchers assisted by the data collection technique. The data were collected using questionnaires, focus group discussions, and interviews involving parents, teachers, and experts. The participants of the data collection consisted of parents, teachers, and experts.

The questionnaires were conducted by distributing to a number of respondents. The questionnaires were divided into three types consisted of : (1) the questionnaire about the analysis of the needs of parents and companion teachers of children with developmental barriers in the Maritirukan film distributing to 100 teachers and 50 parents, (2) the questionnaire about the assessment of the quality of the Maritirukan film distributing to 100 teachers, 50 parents, and ten experts, and (3) the questionnaire about the readability of the use of the Maritirukan film in autism children. Focus group discussion and interviews involved experts in child development, special education, and learning media. The collected data analyzed using the triangulation technique consisted of the stages of data collection, data reduction, data display, and verification or data conclusion.

3. Result and Discussion

The Maritirukan film is a film developed as a learning media for children with developmental barriers in learning social skills. This film consists of a series of films about social skills in daily life with various themes. This film has been published on a web of maritirukan.com. Parents and teachers can access easily through internet connection using a handphone or laptop either in home or in schools. Distance learning for children with developmental barriers can be done by using this film media to develop the social skills of children with developmental barriers.

This result of this study described the analysis of Maritirukan film as a distance learning media in developing the social skills of children with developmental barriers. The findings based on the results of this study are divided into three aspects, which are the needs of parents and teachers for education film, the assessment of film materials, and the legibility film of children with developmental barriers. The details of these results as follows.

RESULT

3.1. The Needs of Parents and Teachers for Education Film

In this study, parents and teachers watched a number of Maritirukan films. Then, the questionnaires were given to them to describe the needs of parents and companion teachers of autism children in the Maritirukan film. Figure 1 below is the data of analysis of the needs of parents and companion teachers of children with developmental barriers in the Maritirukan film consisted of three indicators such as (1) the suitability of films to teach social skills in school, (2) the suitability of films for characteristics children with developmental barriers, and (3) the independence in using film as a learning media for children with developmental barriers.

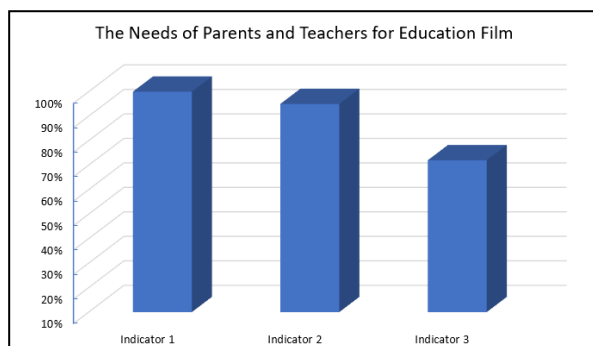


Figure 1. The Needs of Parents and Teachers for Education Film

Based on Figure 1, on the first indicator, the data showed that 100% of parents and teachers agree that the Maritirukan film is suitable for teaching the social skills of children with developmental barriers in schools. In this film, Some sessions teach students with developmental barriers to social skills by audio-visual ways so that they can be easier to understand and practice social skills in their life. This film has a series of films consisted of some themes about the daily life of children. The respondents involving parents and teachers state that they need a film that can be a media for social skill learning of children with developmental barriers. By using film media, parents and teachers can be easier to teach children with developmental barriers. The Maritirukan film is an alternative to help them in teaching social skills in schools.

On the second indicator, 95% of respondents agree that the Maritirukan films are suitable for children with developmental barriers. Children with developmental barriers actually have unique characteristics so that they need an appropriate. This film has been designed according to the characteristics and developmental social skill stage of children with developmental barriers. This suitability can be seen from the contents of the film. On the third indicator, 72% of respondents can use this film independently both in home and schools. Parents and teachers agree that children with developmental barriers can use this film with the teacher's help in schools. However, 28% of respondents can not use this film independently, both in home and in schools. They need some help from experts to use this film to learn social skills for children with developmental barriers. This case also is an input for the researchers to improve the use of Maritirukan film. Generally, parents and teachers have a positive response to the Maritirukan Film. Learning social skills is an essential thing for children with developmental barriers.

3.2. Assessment of Film Materials

The Maritirukan film was designed to consider the materials related to children with developmental barriers. In this study, to assess the film materials, the data were collected by distributing a questionnaire to parents, teachers, and experts. Moreover, the interview was taken to parents and teachers about the Maritirukan film. Figure 2 below is the results of an assessment of film materials based on parents and teachers perspectives, which consisted of four indicators such as (1) the suitability of the film theme, (2) the number of film materials, (3) the presentation of film storyline, and (4) the presentation of moral messages in the film.

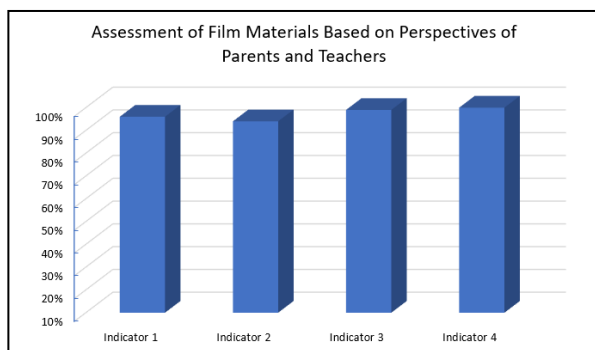


Figure 2. Assessment of Film Materials Based on the Perspectives of Parents and Teachers

Based on Figure 2, on the suitability of the film theme, the data showed that 96% of parents and teachers state that the theme in the Maritirukan film is suitable for teaching the social skills of children with developmental barriers. The theme is closely related to the daily life of autism children, so it can be a suitable media for children to develop social skills. Then, on the number of film materials, 94% of parents and teachers agree that the materials in the Maritirukan film in each theme need to be added. The added material can improve the quality and variety of this film.

On the presentation of the storyline, 99% of parents and teachers state the film has a simple storyline and is easily understood by children. Last, on the presentation of moral messages in the film, the data showed that 100% of parents and teachers agree that the film has a moral message for children. The moral messages can provide social skills learning for children. Through the moral message, children also learn about characters so that they can improve their knowledge and attitude in social skill learning.

In assessing the materials of the Maritirukan film, the questionnaires also distribute to 10 experts in the field of educational technology and learning media, film experts, child development experts, and psychologists. Figure 3 below is the result of expert judgment of the Maritirukan film consisted of four indicators such as (1) the quality of the film, (2) the suitability of material and theme, (3) the use of children with developmental barriers, and (4) the presentation of moral messages in the film.

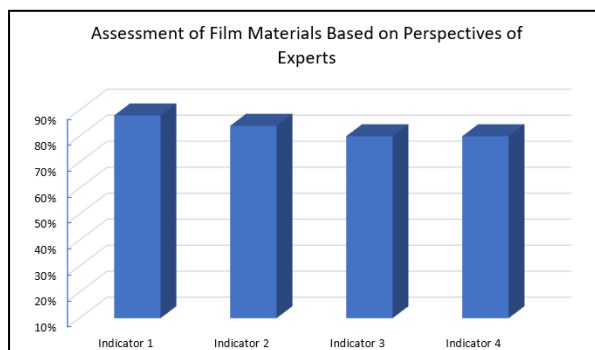


Figure 3. Assessment of Film Materials Based on Perspectives of Experts

Based on Figure 3 on the first indicator, 88% of experts state that the quality of the film is excellent and suitable for learning social skills in school. Experts state this film is a suitable

media for children with developmental barriers. On the second indicator, 84% of experts agree that the Maritirukan film has the materials and themes that relevant to children with developmental barriers in developing social skills. The theme of this film is closely related to the daily life of children with developmental barriers. Although in some parts of the film, there are some mistakes in doing the activity. Then, on the third indicator, the data showed that 80% of experts state that this film can be used by children with developmental barriers in school to learn social skills. This film can be used easily as a learning media in home or schools. The last indicator of the presentation of moral messages in the film, 80% of experts states that this film has moral messages for autism children. The film has provided some moral messages so that children with developmental barriers can obtain a good value in learning social skills.

3.3. Legibility Film for Children with Developmental Barriers

On the aspect of legibility film for children with developmental barriers, in this study, a survey was conducted by distributing questionnaires on 100 teachers and 50 parents about the legibility film for children with developmental barriers. Figure 4 below is the results of legibility film for children with developmental barriers consisted of four indicators such as (1) the legibility of the message from film, (2) the presentation of entertain aspect on film, (3) the quality and resolution of the film, and (4) the suitability of setting of the film following the storyline.

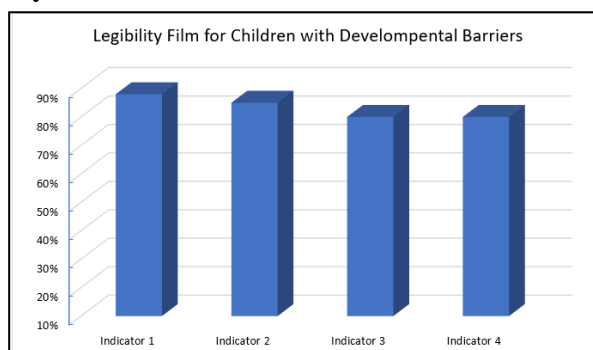


Figure 4. Legibility Film for Children with Developmental Barriers

Based on Figure 4, 88% of respondents agree that the message of the film has presented well. The message is clearly shown in this film. It can be understood for children with developmental barriers. On the next indicators, 85% of parents and teachers state that this film is so entertaining to watch for children with developmental barriers in school. Children have a big interest in creative media such as this film. Then, on the indicator of quality and resolution of the film, 80% of respondents state that this film has a good quality and resolution. The film has clearly and well to be seen for children. Last, 80% of respondents agree that the setting of the film is related to the storyline of the film.

DISCUSSION

Children with developmental barriers such as autism, ADHD, and ADD children generally have problems in developmental aspects. They tend to difficult in doing social skills in their life. The difficulties of social skills are communication and interaction in social life. The

social skills deficit of children with developmental barriers in inclusive schools consists of self-control behaviour, communication skills, and working in a team [13]. Teachers in schools have a role in providing children with programs such as habitual program, giving an example, giving guidance, and positive acceptance to facilitate social skill learning [14]. Social skills can be taught using distance learning concept both in home and schools. Both parents and teachers can teach social skills for children with developmental barriers by using learning media. Based on this case, parents and teachers need a learning media to develop these skills.

The Maritirukan film is a learning media for social skills for children with developmental barriers. The film can be an alternative for teachers and parents in doing distance learning for children with developmental barriers. The contents of the film provide a series of films containing about the social skills of children related to their daily life. The Maritirukan film has been published on a website maritirukan.com as an open publication of film. Parents and teachers can use this film using their devices through an internet connection.

The results of the analysis of the Maritirukan film consisted of three aspects. The first aspect is the needs of parents and teachers for education film. The result showed that all of the percentages of the indicators categorized in good. The Maritirukan film is in line with the needs of parents and teachers. This film is suitable for teaching social skills both for parents and teachers. This film also considers the characteristics of children with developmental barriers. This film can be used independently both in home and in schools. However, there are some parents that have difficulties in internet access. Generally, parents and teachers have a positive response to the Maritirukan film. The film is very useful for them to teach social skills.

The second aspect is the assessment of film materials. This aspect included themes, materials, storyline, and moral messages. The quality of the film is categorized in good quality. The developed film consists of some of the themes such as let's copy, let's do it and let's walk. Let's imitate teach children to express themselves in the right facial expression, the reasons for doing, and how the right behaviour. The content of the film provides a short story about social skills in the daily life of children. The presented story in the film is related to social stories. In this case, social stories are presented in the form of a film. According to previous research, social stories were useful for children with special needs to help them to enhance make friends ability and communication skill in doing interaction with others [15]

The last aspect is legibility film for children with developmental barriers. The message of the film, entertaining aspect, quality of resolution, and setting of film are well provided in this film. The message in the film aims to provide children with moral value. This film is entertaining by children related to their characteristics. The setting of this film is presented in various places. It provides students with some experience. The moral value is also well presented by this film to develop the character of children with developmental barriers.

Film media is suitable for children with developmental barriers. They can enjoy learning by visual means and like to repeat words. The use of audio-visual media at the kindergarten and elementary school level is also very beneficial in the learning process. The film can display moving images of life and sound that gives its charm [16]. Visual media can also develop the emotional intelligence of autism children in junior high schools, based on research conducted by Rahman in 2017. The results showed autism children in junior high schools, through visual media, can have strong motivation, willingness to convey the will to others, eye contact, media visuals used are media of images, symbols and writing [17].

The Maritirukan film is a media and way of teaching for teachers and parents. The results of the quality of the Maritirukan film showed that this film could be useful in developing the

social skills of children. These results are in line with the previous research about the effectiveness of video modelling such as film that showed video modelling has a positive and significant effect in developing social skills of children with special needs [18]. A way to contribute to the facilitation of growing social skills is doing a good communicative relationship between students and teachers [19]. Through film media, students and teachers can interact with each other by answer and discussion after watching the film. The film show an overview of how children doing activities about social skills.

In general, the results of parent and teacher assessments are related to film quality assessments above 80% so that this film media needs to be developed as part of a social skills learning model for children with special needs who have problems in obtaining social skills both in home and schools [20]. Multimedia techniques such as film can be used by children with social disorders to enhance their adaptive behaviour, deliver the role play in the film to the real-world context, improve the frequency of skills, and learn by doing observation [21]. Through the film media, children with special needs have an overview of the social skills in daily life. They also can practice what they have been seen in the film. In brief, the Maritirukan film can be an alternative media for distance learning in developing the social skills of children with developmental barriers.

For further study, the next researchers can develop film media with various series of social stories. The film needs to be improved both in materials and quality. The film also can be developed for other children's barriers, not only for children with developmental barriers but also for other barriers of children with special needs. Generally, the film media can be a learning media in developing social skills, so that it is important to highlight this topic in future research about learning and teaching for children with special needs.

3. Conclusion

Learning media is an essential part of teaching, especially for children with developmental barriers. The Maritirukan film is a developed film as a learning media of social skills of children with developmental barriers. The Maritirukan film was analyzed by three aspects consisted of the needs of parents and teachers for education film, the assessment of film materials, and the legibility film of children with developmental barriers. Generally, all of these aspects are categorized in good. The film in line with the needs of parents and teachers. The materials are suitable for the characteristics of children with developmental barriers. The quality of the film has a good resolution and well presented for children with developmental barriers. In brief, the Maritirukan film can be an alternative for parents and teachers to develop the social skills of children with developmental barriers.

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