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Learning Video on Independence for Persons with Disabilities

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ABSTRACT

The problem in this study is that the learning video in delivering material about independence for students with disabilities is still limited to using powerpoint. The use of this media makes students feel bored and less focused on the learning process, while independence is very important for the lives of people with disabilities in order to be more prosperous. The media needs to be developed to make learning more optimal and innovative. Learning media for people with disabilities must be multisensory so that they can utilize their senses, one of which is developing learning videos. This research aims to develop a learning video on independence material for students with disabilities. The research method used is Research and Development (R&D) with the PPE model (planning, production, evaluation). The findings of the research results after validation by two material experts and two media experts show that the learning video on independence for people with disabilities is in the "very feasible" criteria. Recommendations for educators should be that this learning video can be used as a reference source. for students it is hoped that this learning video can be used as a learning resource. for further researchers, this learning video can be implemented in social guidance activities.

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1. INTRODUCTION

Education is a right for all Indonesian people regardless of economic, social, mental or physical limitations. The Law on the Convention on the Rights of Persons with Disabilities No. 19 of 2011 states that the state guarantees the participation of persons with disabilities in all aspects of life, one of which is education in order to realize their welfare. Thus, students with disabilities require more specialized education according to their needs (Cahyono, 2017).

The 2020 BPS Inter-Census Population Survey (SUPAS) noted that there were 21.5 million people or around 8.56% who were left behind in education services. According to Law No. 8/2016 on Persons with Disabilities, there are four types of disabilities: physical disabilities or physical disabilities, sensory disabilities including deaf and blind, and intellectual disabilities. The most common type of disability in Indonesia is a person who has limitations in the function of movement caused by accidents or defects from birth.

The limitations of students with disabilities often have an impact on low self-confidence, always depend on others, feel not considered and cannot adapt to other students so that people with disabilities lag behind the education that should be taken (Rachmiwanti & Hartosujono, 2015). This lag can be pursued by participating in non-formal education that leads to learning independence so that students with disabilities can be more independent, confident, and have the opportunity to prepare for their future welfare in terms of economic, social, and emotional aspects (Masitah *et al*., 2019; Utomo, 2019).

The independence of students with disabilities is more directed towards daily activities and preparation for work (Insani *et al*., 2021). This independence cannot appear suddenly but must be nurtured and trained gradually so that the delivery of independence theory is one of the important stages taught to students with disabilities to achieve independence.

Students with disabilities in their learning need more effective media and can understand the theory optimally because people with disabilities learn at different speeds and in different ways (Wijaya *et al*., 2021). Video is one of the efforts that can be made because of its advantages that can overcome learning obstacles, can be more focused, interesting and more active. Video components such as images or animations, text, then audio can be an advantage that can be utilized by students with disabilities (Fadillah & Bilda, 2019).

Learning videos about independence can be developed and are suitable for students with disabilities because they combine animation, images, narration or text, music, voice dubbing and background components into a whole that can enhance their learning experience due to the process of observation and hearing (Syarief, 2022).

Learning videos can be produced through the videoscribe application which will be useful in terms of language, illustrations and animations that are interesting and easy to understand so that the learning process of students with disabilities regarding independence is not monotonous (Prihatin *et al*., 2016).

Based on the description that has been presented, learning media in delivering material about independence for students with disabilities is using video. The purpose of this research is to make a learning video about independence for students with disabilities.

2. METHODS

The method used in this research is the Research and Development method with the PPE model. Selection of the PPE model (Planning, Production, Evaluation). The participants involved in this study were two media experts and two material experts as validators who assessed the feasibility of learning videos about independence.

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The research instruments used in this research are interview sheets and validation sheets for media experts and material experts. The interview sheet was addressed to one of the social workers. The expert validation sheet is a tool used to assess the feasibility of learning videos containing several questions related to learning videos about independence.

The research procedure includes: (1) planning stage, namely conducting previous studies.

(2) the implementation stage, namely conducting a needs analysis by conducting interviews, producing learning videos, and conducting expert judgment by material experts and media experts. (3) the completion stage carried out by the researcher is collecting all the data obtained, processed, and making reports in accordance with the systematics in conducting research.

Data analysis is processing the results of validation using expert judgment which is carried out by providing a rating scale and comments or suggestions on the learning video obtained through: (1) Data reduction, namely summarizing notes from interviews and validation of learning video needs (2) data display, namely processing data from interviews and then describing and describing them. (3) Data validation is an assessment conducted by media experts and material experts to find out suggestions and feasibility on learning videos. (4) Revision, this stage is carried out after obtaining validation results that need to be adjusted to comments or suggestions from experts on learning videos.

Data processing is calculating the percentage of answers from experts with the aim of seeing the frequency value of answers. The formula used to calculate the average data as follows:

$$\bar{x} = \frac{\Sigma x}{n}$$

$\bar{x}$ = Average total validation
n = i-th aspect score
Σ_x = the number of aspects

The formula for calculating the percentage of data is as follows:

$$\text{Result} = \frac{total\ score\ obtained}{maximum\ score}\ x\ 100\%$$

The interpretation of the data used in the study refers to the criteria according which is addressed in **Table 1**.

Table 1. Kriteria Validasi

Percentage/Criteria	Validation Level
81% - 100%	Very feasible
61% - 80%	Feasible
41% - 60%	Moderately Feasible
21% - 40%	Not Feasible
0% - 20%	Not feasible

The criteria in **Table 1.** are used as a reference that is adjusted to the research which is explained in detail as follows:

(i) 81% - 100%: The qualification of the learning video can be declared “very feasible”.
(ii) 61% - 80%: The learning video criteria are within the “feasible” qualification.
(iii) 41% - 60%: The criteria of the learning video are in the moderately feasible qualification.
(iv) 21% - 40%: the learning video category is less feasible.
(v) 0% 20%: The learning video category is not feasible.

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Criteria standards ranging from 61% - 100% are declared feasible, if the validation results reach standards from 0%-20% then revisions and revalidation tests must be carried out.

3. RESULTS AND DISCUSSION

The findings in this study are data processed through the stages of needs analysis, learning video production and expert judgment.

3.1. Needs Analysis of Learning Video on Independence

The needs analysis stage in this research is a planning process to develop learning videos by analyzing needs through interviews with social workers. In the interview process, researchers recorded what needs were needed in preparing video scenarios and making storyboards. Interviews were conducted to gather information about learning videos and used as a reference for material and input that will be applied.

Based on the results of an interview with a social worker, information was obtained that a learning video on independence for students with disabilities is needed, because by using a learning video, students will better understand the material. Furthermore, the informant suggested that video learning is one of the media that has high urgency and is in accordance with the needs of students with disabilities, but currently in carrying out video learning is still limited to the use of powerpoint media. In order to optimize the learning process, more innovative media is needed, namely Video scribe-based learning videos. Based on the analysis that has been carried out, it is then taken into consideration in compiling the learning video material that the researcher will design.

3.2. Learning Video Design on Independence

The stages of designing learning videos include making Media Content Outlines (GBIM), namely making storyboards, video visualizations, and audio. After making GBIM, the next step is to find and collect suitable images or animations, audio, music to be used, and subtitles.

The learning video production consists of three parts, namely the opening part which includes the identity of the researcher, the opening video includes apperception. Then learning objectives, discussing the material, and closing.

3.3. Results of Learning Video Validation on Independence

The validation process was assessed by two media experts and two material experts. Aspects of media assessment include aspects of sound quality, language, narration quality, and video presentation, while material assessment includes aspects of material relevance and usefulness of learning videos.

The results of validation by media experts can be obtained an average value of 71% with decent criteria including aspects of sound quality with decent criteria, language aspects obtaining decent criteria, narrative quality with decent criteria, and video presentation obtaining quite decent criteria. The following is a recapitulation of the results of validation conducted by media experts in the form of a graph (see **Figure 1**).

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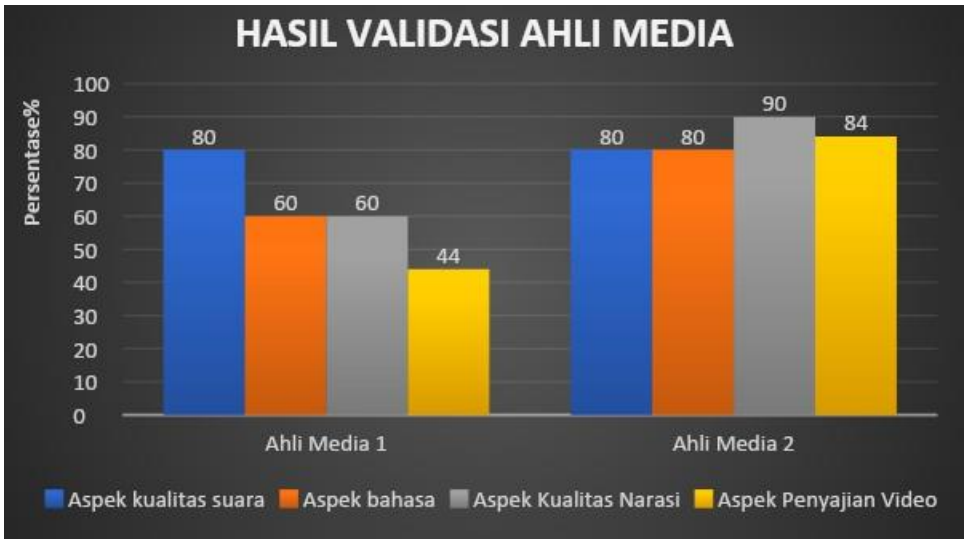

Figure 1. Graph of Media Expert Validation Results

The results of validation by two material experts can be obtained an average value of 94% with very feasible criteria including aspects of material relevance with very feasible criteria, and usefulness obtaining very feasible criteria. The following is a recapitulation of the results of validation conducted by material experts in the form of a graph (see **Figure 2**).

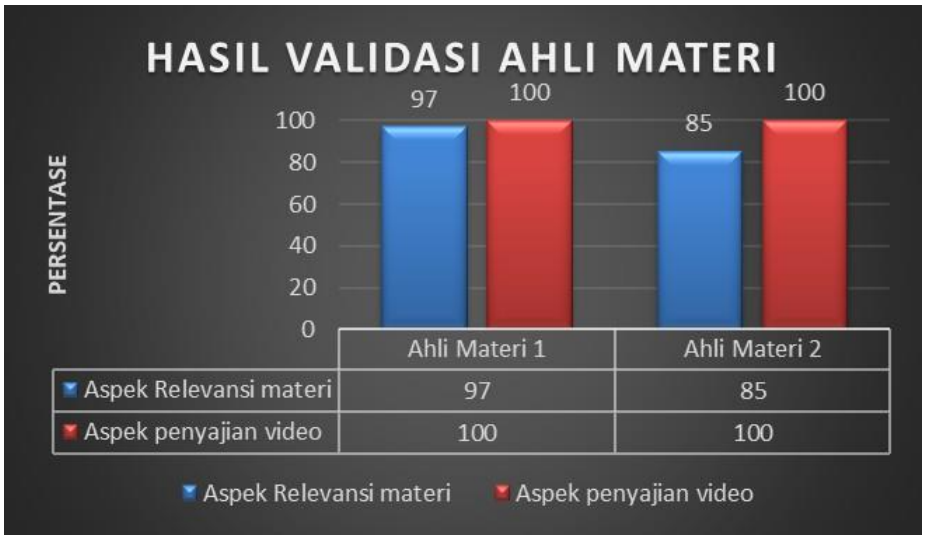

Figure 2. Graph of Material Expert Validation Results

The comments and suggestions of media experts are changes in the initial appearance, formal terms, greetings for students, addition of invitation scenes, changing font colors, adding shapes, changing music backsound, adding credit scenes, and changing duration. The suggestion has been improved on the learning video in line with what was stated by Nurseto (2011) and Dermawan (2013) that learning videos must be in accordance with the characteristics of people with disabilities must be different because according to the characteristics that have learning difficulties on average, so that learning videos must pay more attention to multisensory utilization such as the sense of sight to see animation, the sense of hearing to hear audio to help the learning process.

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Comments and suggestions from material experts, namely suggestions from material experts that there are several changes in the video, especially in the systematic material that is still wordy, the animation is not in accordance with the material, and changing the color of the letters. These suggestions have been improved on the learning video as described by Nurseto (2011) that learning videos must have interesting and eye catching principles so that the presentation of images and material is appropriate so that students with disabilities can focus on the material.

In addition, input from both media and material experts highlights the importance of balancing visual and auditory elements to enhance students' engagement and comprehension. As noted by recent studies such as Prasetyo & Setiawan (2022), combining clear visual aids with concise narration helps maintain students' attention and supports better information retention, particularly for students with disabilities who may have difficulty processing long verbal explanations. By integrating these improvements, the learning video can become a more effective tool for delivering material in a way that is both accessible and enjoyable for diverse learners.

Furthermore, continuous evaluation involving students as end-users is essential to ensure that the learning video truly meets their needs. According to research by Rahmawati & Hidayat (2023), participatory approaches that involve students in the feedback process can reveal practical insights about usability, clarity, and engagement that may not be captured through expert evaluation alone. This iterative process of improvement not only helps refine the learning media but also empowers students by valuing their perspectives, ultimately contributing to more inclusive and student-centered educational practices.

4. CONCLUSION

The conclusion was made based on the results of the needs analysis conducted through interviews. The interview results show that videos about independence are one of the media that have high urgency and are in accordance with the needs of students with disabilities, but currently learning videos are still very limited. Therefore, it needs to be developed to optimize learning that is more innovative and easy to understand.

The learning video begins with the creation of a Media Content Outline (GBIM) then continues to produce the video by adding layout, animation or images, narration, subtitles, voice recording and backsound insertion. The results of the production are converted into MP4 format. The video development that has been completed is then subjected to expert judgment by two media experts including aspects of sound quality, language aspects, narrative quality aspects, and video presentation aspects as well as expert judgment by two material experts including quality aspects of material relevance and usefulness aspects. The results obtained are that the learning video is categorized as very feasible to be used as a learning media about independence for students with disabilities.

In addition, student feedback during small-scale trials revealed that the use of clear visual cues, simple language, and culturally relevant examples in the video greatly improved their understanding and retention of the material. This highlights the importance of incorporating user-centered design principles when developing educational media for students with disabilities. Moving forward, it is essential to conduct broader trials across different educational settings and continue refining the videos based on student input to ensure that they effectively meet diverse learning needs and contribute to fostering greater independence among students with disabilities.

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AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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