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The Use Of Interactive Videos For Learning To Recognize Colors In Children With Disabilities

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ABSTRACT

This research aims to develop the potential of children with disabilities by utilizing technology. The research method in this study uses descriptive qualitative method by collecting data based on observation and interviews. The subject in this study is a first-grade elementary school child. The result of this research is an individualized learning program tailored to the needs of the child. The results of the development of individualized learning programs using interactive videos are expected to help children develop optimally. This research is expected to be a reference for parents, teachers, and special education teachers, to develop potential optimally in an educational environment.

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1. INTRODUCTION

The education of children with disabilities at is a challenging learning journey. The process of developing effective learning methods that suit their needs is a must, given the uniqueness and diversity in understanding and skill levels of each child. One of the most pressing aspects of the learning process is color recognition. Successful understanding of this concept not only provides a solid foundation for understanding other concepts, but also opens the door for the development of cognitive skills and daily life skills.

In this context, innovating learning approaches becomes crucial, and the use of interactive videos emerges as an interesting and potential solution. Interactive videos not only offer visual diversity that can attract the attention of children with disabilities, but also provide an interactive dimension that supports a more immersive learning experience. This article will dive deeper into how the use of interactive videos can be an effective solution in facilitating color recognition learning for children with disabilities. By approaching learning visually and interactively, it is hoped that this article can provide deep and valuable insights for the development of learning approaches that are not only inclusive but also inspiring for children with disabilities. This introduction is presented as a gateway to exploring the important role of interactive video in creating a supportive and vibrant learning environment.

The use of multimedia as an effort to increase the interest and learning outcomes of tunagrahita students (Uyun Siti Syarifah, 2019), Implementation of the individual learning program of include class tunagrahita students (Mardiana et al., 2020), Implementation of the individual learning program for inclusion class tunagrahita students (salma sunaiyah, 2021), Implementation of learning for tunagrahita students in inclusive schools (Case Study: Smp Negeri 191 West Jakarta) (Yuni Apriati, 2021), Development of individual learning programs for light tunagrahita children in slb yasan prima dharma persada bandung (Astati, 2020) but until now there have been no researchers who discuss The use of interactive videos for learning to recognition of color in tunagrahita children.

This research aims to maximize the potential of children with disabilities using technology. The method is qualitatively descriptive with data from observations and interviews on first grade elementary school children. The result is an individual learning program tailored to the needs of children, using interactive videos to optimize their development. This research can be a reference for parents, teachers, and special educators in exploring the potential of children effectively in the educational environment.

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2. METHODS

The research method used in this study uses a qualitative descriptive method. Qualitative descriptive methods are used to help obtain comprehensive data. This research focuses on first grade elementary school subjects. Figure 1 is the flow used in this research. This research begins with licensing the school. The school has given permission, followed by conducting identification in the elementary school class to find one subject who needs individualized learning. The subject who has been found at the identification stage is then assessed to find the most basic and important obstacles for individualized learning. The family and class teacher have also conducted an assessment process with interview techniques to explore the child's data and environment in more depth. The assessment results that have been obtained are then used as the basis for program development.

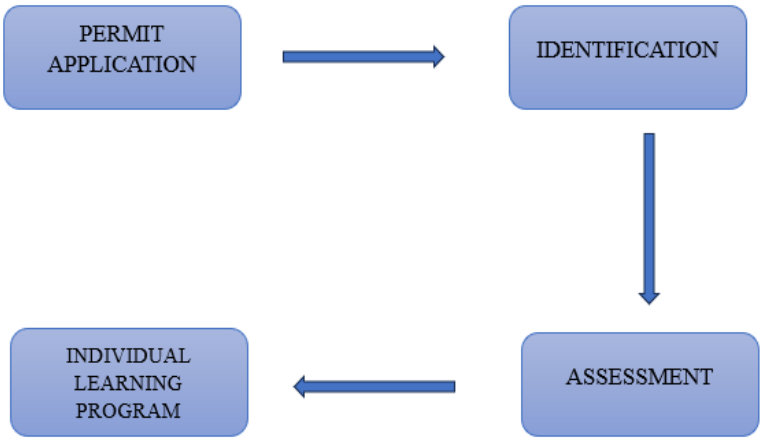

Figure 1. Individual learning program flow

3. RESULTS AND DISCUSSION

3.1 Student Demographic

Children with learning disabilities have special needs in education as they experience difficulties in processing learning, resulting in low levels of learning ability. In the school environment, they require educational services tailored to their learning needs, such as guidance and appropriate programs. Education for children with disabilities should be tailored to their specific needs, which differ from mainstream education. For example, the use of simple, clear and frequent language and the use of interactive media such as animated videos or photos can facilitate understanding of the material.

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The use of interesting and interactive educational games can also increase their learning motivation. (Widiastuti, N. L. G. K., & Winaya, I. M. A. 2019).

To optimize learning, an approach using educational media such as flashcards with animal characters can help children associate and understand letters better. Educational designs for children with disabilities should be unique and simple so that they can be easily understood. Parents have an important role in the treatment of children with disabilities, they should take an active role in optimizing their child's education. Parents need to create a safe and supportive environment and build their child's confidence. (Faishah et al., 2023)

3.2 Individualized Learning Program

Learning was conducted individually between the teacher and students in two meetings focusing on colors and their grouping. The first meeting focused on understanding colors, while the second meeting focused on grouping colors by shape. In this process, video media from YouTube was used to increase the interest of students, who initially faced difficulties in adapting. The use of such media successfully increased student engagement significantly, driven by the interest and enthusiasm generated. The success of individualized learning was seen with students achieving the learning objectives in just two meetings.

By the second meeting, the learning atmosphere was very positive, reflecting students' better mental readiness. The YouTube video medium proved effective in a specialized learning context, providing engaging and interactive visualizations to suit the needs of students with intellectual disabilities. This whole experience confirms the importance of creative and individualized learning approaches to stimulate interest and learning success. (Sukmawati, S., & Widyawati, F., 2020)

3.3 Results of Individualized Learning Program

Based on the learning results at meeting one, children still have to adapt to the teacher and it is a little difficult to fix their feelings. However, with the teacher's efforts to provide YouTube video-based learning videos, children immediately look interested in seeing and watching them. It only took less than five minutes for the children to want to learn and pay attention to the material provided. At this first meeting, children have achieved the learning objective of being able to recognize and match one color. For the second meeting, children's feelings looked good from the start of learning. So that the learning process runs very smoothly. At this second meeting, children were able to achieve the learning objectives, namely, being able to match more than two numbers and based on shape. Based on this description, it can be concluded that learning with video media for children with intelligence barriers is quite effective, considering that it is more interesting and more interactive to use learning media. (Sukmawati, S., & Widyawati, F., 2020)

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4. CONCLUSION

This research aims to maximize the potential of children with disabilities through the use of technology. The method is qualitatively descriptive with data from observations and interviews on first grade elementary school children. The result is an individual learning program tailored to the needs of children, using interactive videos to optimize their development. This research can be a reference for parents, teachers, and special educators in exploring the potential of children effectively in the educational environment.

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6. 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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