

# BUKTI KORESPONDEN

Figure 2. Screen page of Mayadanawa's Story  
Source: Personal documents of research results

Learning activities with the *mesatue* method are not this method is rarely used because: (1) a long process is not following the characteristics of students with disabilities requires a lot of money, (4) it takes collaboration with research materials and instructional media, it takes encouragement from schools to use this *mesatue* method. This alternative response from special schoolteachers. It requires regular educators who want to improve their performance further.

The results of this study also explain that the *mesatue* senses possessed by students with disabilities. Students can listen to this method with enthusiasm. A complete *mesatue*, namely practicing listening to stories, practicing cartoon media shown. Students with deafness can see pictures of values of Hinduism and the responsible attitude played by children of religious education contained in the stories presented of life of children. For the deaf category participants, they were with the appearance of cartoon media images.

The process of learning activities using the animated (1) real experience, (2) easy to attract students' attention and pleasure to children with special needs. The child's feeling to develop aspects of the child's ability to express, learn to understand contents of the story. This will also help the child has an attitude discipline and responsibility, which is shown in the character.

The findings of the implementation of learning using the *mesatue* method increase independence and foster student motivation to learn. For students categorized as elementary, junior high school, and senior high school, the use of the cartoon media *mesatue* method can be classified

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which are described as follows.

Table 3. Changes in student independence attitude of student

Total Student	Level/ Student Category	Religious Pretest
9	Elementary	110
3	Junior high school	49
4	Senior high school	72

## Discussion

Student independence indicators are stated in the test. School level experienced an increase of 72% with 9 students for the number of students three people, and SMA by 9% percentage results obtained in this study showed that the independence of deaf students was higher. The prior study (Kurniawati et al., 2022).

Developmental power is having problems in learning physical, and emotional barriers (Batool et al., 2021; help students' development of independence, especially at the school level, students are less interested in doing something needs, have not been able to focus on learning, and look for creative action and new ideas slowly begin to emerge and even though they are still with the help of others. At the school independence have started to develop well. At the high school independence aspect has begun to increase growth as the difference between pretest and posttest. Deaf students will well from elementary to high school levels (Batool et al., 2021). Additionally, deaf students have intelligence almost the disabled students have less intelligence than normal students.

In general, the learning conditions with the cartoon media designed, developed, and applied in this research can be used. Classical Conditioning theory, behavior can be formed by foster cool behavior (Pavlov et al., 1996). The repetition practice children with special needs will be able to foster student learning.

The use of the *mesatue* method in this study is all about storytelling can attract students' interest to attend school and effect and provides a social barometer for children about (Batool et al., 2020; Şilbir et al., 2020). This is the ability to empathize with family education, the *mesatue* method is a community based values of goodness so that humorous, attractive, and cool (De Clerk, 2010; Eden, 2014). The importance of kindness

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DISCUSSION  
The meaning of the research results, Compare research results with previous theories/research (\*Reference to at least 2 sources to strengthen the statement presented)  
Research advantages.  
Contribution of research results.  
Implication  
Research limitations and recommendations for future researchers (suggestions)

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## Developing Independence of Deaf Student Method Using Cartoon Media In Hindu

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mesatue dengan media kartun mencapai 72% untuk tingkat SD  
dengan total 16 siswa. Tampilan gambar interaktif dapat men  
mesatue dengan media kartun dapat meningkatkan kemandirian  
dirumuskan dalam tujuan pembelajaran.

### ABSTRAK

Anak tuna rungu menghada  
kemandirian sangat berdampak  
Penelitian ini bertujuan untuk  
dalam kepercayaan diri ber  
masalah yang diangkat dalam  
dengan media kartun dapat m  
Metode penelitian dengan peng  
meliputi tahap define, design,  
karakteristik siswa penyanda  
digunakan adalah metode obse  
siswa, wawancara, dan dokume  
ini menggunakan metode d  
bagaimana meningkatkan  
pembelajaran agama Hindu  
sebelum menggunakan me  
pendidikan agama Hindu  
menunjukkan bahwa penge

### ABSTRACT

Deaf children have an independence aspect problem. Independence  
aimed at the mesatue method of cartoon media in Hindu religio  
formulation of the problem raised in this study is whether the animati  
independence of deaf students. The benefits of research are to es  
practice independence. Study design used 4D model. The data colle  
with the instrument of independent student aspects, interviews, and  
study used a qualitative descriptive method focusing on how to inc  
learning Hinduism. This research was conducted with an initial evalu  
evaluation after watching Hindu religious education. The results of  
that introducing Hindu religious values using the mesatue meth  
elementary, junior high school level increased by 58%, and senior hig  
Interactive images display can accommodate students with hearing  
with cartoon media can increase students' independence under  
objectives.

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### INTRODUCTION

Innovation and maximum efforts from educators are  
learning well (Fatkhurrahman & Zuber, 2022). The developme  
makes it easier to access knowledge (Anshari et al., 2017

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research problem  
2 sentences are  
enough.  
State the main  
objective of the  
study, using  
operational verbs  
with higher  
cognitive levels  
(cognitive levels  
C4-C6)  
Type of research,  
and  
research design (1  
sentence is  
enough)  
Research subject,  
Data collection  
methods and  
research  
instruments.  
Analysis of the  
data used,  
The results are in  
line with the main  
research  
objectives  
Conclusions, are  
general in nature  
and answer  
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*by* Desak Putu Saridewi

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui metode *mesane* media kartun dalam kepercayaan diri beragama Hindu siswa disabilitas. Rumusan masalah yang diangkat dalam penelitian ini adalah apakah *animat method* dengan media kartun dapat meningkatkan kemandirian siswa tunarungu. Metode penelitian dengan pengembangan media menggunakan model 4D, meliputi tahap *define*, *design*, *develop*, dan *diseminasi* sesuai dengan karakteristik siswa penyandang tunarungu. Pengumpulan data yang digunakan adalah metode observasi, dengan instrumen aspek kemandirian siswa, wawancara, dan dokumentasi mendalam. Analisis dalam penelitian ini menggunakan metode deskriptif kualitatif yang berfokus pada bagaimana meningkatkan kemandirian siswa tunarungu dalam pembelajaran agama Hindu. Penelitian ini dilakukan dengan evaluasi awal sebelum menggunakan media kartun dan evaluasi akhir setelah menonton pendidikan agama Hindu. Hasil penelitian dari kategori tunarungu menunjukkan bahwa pengenalan nilai-nilai agama Hindu dengan metode *mesane* dengan media kartun mencapai 72% untuk tingkat SD, SMP meningkat 58%, dan SMA sebesar 97% dengan total 16 siswa. Tampilan gambar interaktif dapat mengakomodasi siswa tunarungu. Artinya metode *mesane* dengan media kartun dapat meningkatkan kemandirian siswa sesuai dengan tujuan dalam pembelajaran.

*animat method* of cartoon media in Hindu religious confidence of disability students. The formulation study is whether the *animat method* with cartoon media can increase the independence of deaf students are to encourage students to know their religion and practice independence. Study design are to encourage students to know their religion and practice independence. Study design include *define*, *design*, *develop*, and *diseminasi* stages according to the characteristics of students with hearing impairments. The data collection method used the observation method, with the instrument of independent student aspects, interview, and in-depth documentation. The analysis in this study used a qualitative descriptive method focusing on how to increase the independence of deaf students in learning Hinduism. This research was conducted with an initial evaluation before using cartoon media and final evaluation after watching Hindu religious education. The results of this study from the deaf students in learning Hindu religious values using the *mesane* method with cartoon media reached 72% for elementary school level increased by 58%, and senior high school by 97% with a total of 16 students. Interactive image display can accommodate students with hearing impairments. This means *mesane* method with cartoon media can increase under the indicators formulated in the learning objectives.

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According to Article 31, every citizen has the same chance of obtaining an education without discrimination. Innovation and maximum efforts from educators are needed so that children receive learning well. The development of learning technology in education makes it easier. Learning demands in the COVID-19 pandemic are prioritized in delivering learning methods processed online. This condition triggers a lack of social interaction between students. Lack of interactive learning media and social interaction due to online learning during the pandemic accepted gave rise to the development of student independence, is hampered because independence requires the help of others. Because the role of peers, teachers, families,

can trigger interactions to train communication (Widyastuti & ...  
...ing schools with minimal media use in era 4.0 (Djumabaeva &  
...). The use of very minimal media in learning will inhibit the  
...ts, namely cognitive, psychomotor, and affective aspects . The  
...aspect.

...e problems, especially in deaf students. The existence of deaf  
...se their sense of vision. This requires an interactive media display  
...ewed from ergonomic rules, the human sense of sight can receive  
...018). Reinforcement for children who experience well-being in  
...ls are part of learning strategies because they present, describe,  
...ific goals (Saridewi & Dewanti, 2019). This research focuses on  
...ng the basics of Hindu holidays with pleasure of fostering  
...eans that everything can be done independently. According to  
...ence and no doubt in setting goals and not being limited by the  
...leaf learners in the readiness of individuals to stand alone is  
...learning, doing something without the help of others, acting  
...w ideas, and being responsible for completing tasks thoroughly.  
...e fostered and instilled by providing concrete examples because  
...e importance of an independent attitude is developed in children  
...itations and be independent. Attitudes and behaviors are not easy  
...also educates children to be responsible for meeting their needs

students are learning more need images and interactive media  
ons that support active learning for deaf students (Winaldi &  
in receiving reinforcement is more dominant by using the sense  
learning and present scientific evidence supported by empirical  
learning media for deaf students.

deeds with hearing and speech loss (deaf speech) in general, the  
communicating verbally with others. Deafness is also interpreted as  
ference or damage to the sense of hearing that causes the problem  
ess is defined as an individual condition that has a loss or damage  
ring loss causes difficulty in capturing sound stimuli through  
y, including a subset of deafness and hard vultures. People with





ysis in this study used a qualitative descriptive method to determine the effectiveness of the increase in results after the use of the unified approach with cardboard media. Aspects of assessed by teachers, peers, and students. The rise in independence was analyzed through pretest to that it was known the increase in the independence of deaf students. Pretest data were obtained media and posttest data were received after cartoon media. A comparison of pretest and posttest determine the increase in students' independence. Direct observations during learning can help solutions in learning activities at schools with special needs. This research study focuses on case in students' independence in learning Hinduism using the *mesatue* method with animated detail of measurements can be seen in the Table 1 and 2below.

ment Criteria for of Independence Aspect

Description
Doing something self-motivated for one's own needs
Diligent in studying
Doing something without the help of other people
Acting creatively and taking your initiative in generating new ideas
Responsible for completing tasks thoroughly

Activity criteria	Value	Quality	Predicate
	A	5	Excellence
	B	4	Good
	C	3	Sufficiently
	D	2	Deficient
	E	1	Weak

AND DISCUSSION

showed that applying the cartoon media *mesatue* method can increase students' independence of deaf disabilities. The combination of stories with cartoon media reinforced by sign language shows students' enthusiasm to listen and digest the education of Hindu religious values (as seen in the *Mesatue* activities with animated cartoon media provide a very complete learning experience. Disabilities with the category of deaf disabled can see to material story narratives, display cartoons the values of religious education in the *Mayadanawa* story. Deaf students are very excited to video which is equipped with audio narration in sign language.

KAIT HARI SUCI



age of Balinese Hindu Holy Days





teen page of Mayadanawa's Story  
 onal documents of research results

ing activities with the *mesatue* method are not a new method in learning Hinduism, but this method is used because: (1) a long process is required in planning, (2) material is prepared following the needs of students with disabilities, (3) the development of cartoon media requires a lot of money, (4) it requires cooperation with researchers and training for teachers to design materials and instructional media, it takes time and motivation for teachers in special schools to use this *mesatue* method. This alternative media does not necessarily get a response from special schoolteachers. It requires regular assistance to provide support for educators who want to improve their performance further.

The results of this study also explain that the *mesatue* method was beneficial for all aspects of the senses of students with disabilities. Students with various categories of disabilities can listen to this method easily. A complete learning experience can be obtained in *mesatue*, namely practicing listening to audio, practicing vision, and practicing memory through the cartoon media shown. Students with deafness can learn like reality and learn about the ethical values of Hinduism and the responsible attitude played by each character in the story. The importance of religious education contained in the stories presented can be learned and applied in the daily life of children. For the deaf category participants, they will be able to observe the method with the appearance of cartoon media images.

The process of learning activities using the animated cartoon media *mesatue* method provides: (1) real and (2) easy to attract students' attention, (3) arouses motivation, and (4) brings pleasure to children with disabilities. The child's feeling of joy in learning is confirmed to be able to develop aspects of the child's ability to communicate and learn to understand the contents of the story. This will also help the child has a positive attitude, namely an attitude of discipline and 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 student independence and foster student motivation to listen to a story. The total number of 16 students categorized as junior high school, and senior high school before and after the use of the cartoon media *mesatue* can be classified as aspects of student independence which are described as follows.

Changes in student independence attitude of special needs

Student Level/ Student Category	Religious Value		Percentage Change
	Pretest	Posttest	
Elementary	110	189	72%
Junior high school	49	59	58%
Senior high school	72	98	97%

The student independence indicators are stated in the table above. Deaf students at the Elementary School level showed an increase of 72% with 9 students, junior high school level increased by 58% for the number of 10 people, and SMA by 97% with a total of 4 student people. The percentage results obtained in this study showed that the effective ability in the aspect of independence of deaf students was higher. The prior study (Prioso et al., 2022; Kurmiawati et al., 2022).

Developmental power is having problems in learning caused by intellectual, social, mental, physical, and emotional barriers (Batool et al., 2021; delphic, 2012). These obstacles slightly hinder students' development of independence, especially at the elementary school level. At the primary school level, students are less interested in learning with their encouragement for their own needs, have not been able to focus on learning, and are often absent in class. At other points, such as creative action and new ideas slowly begin to emerge and being able to complete tasks even though they are still with the help of others. At the junior high school level, aspects of independence have started to develop well. At the high school level, the development of the aspect has begun to increase growth as shown in the table above. It is shown the difference between pretest and posttest. Deaf students with hearing impairments can listen to stories well from elementary to high school (Batool et al., 2021; Fresno, 2018; Zárate & Eliahoo, 2014). Additionally, deaf students have almost the same as normal students, while mentally disabled students have less intelligence than normal students (delphic, 2012).

In general, the learning conditions with the cartoon media *mesatue* method in the Special School can improve learning. The advantages of the cartoon media *mesatue* method that was designed, developed, and tested in this research can be conveyed and displayed repeatedly. In Classical Conditioning theory, behavior can be learned by being repeated with inducements that can foster cool behavior (Pavlov et al., 1996). The repetition

for children with special needs will be able to foster students' memory

This study is also proven in the results of prior study that storytelling can be used because it has a re-creative and imaginative effect and provides a social learning values (Nurjanah & Anggraini, 2020; Şilber et al., 2020). This is the





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