BUKTI KORESPONDEN

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

Learning activities with the *mesatue* method are nothing method is rarely used because: (1) a long process is refollowing the characteristics of students with disabilities requires a lot of money, (4) it takes collaboration with resonaterials and instructional media, it takes encouragement schools to use this *mesatue* method. This alternative response from special schoolteachers. It requires regeducators who want to improve their performance further.

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

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

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

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which are described as follows.

Table 3. Changes in student independence attitude of s

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

Discussion

Student independence indicators are stated in the te School level experienced an increase of 72% with 9 studen for the number of students three people, and SMA by percentage results obtained in this study showed thindependence of deaf students was higher. The prior study method is significantly increase knowledge and attitude Kurniawati et al., 2022).

Developmental power is having problems in learn physical, and emotional barriers (Batool et al., 2021; delp students' development of independence, especially at the school level, students are less interested in doing someth needs, have not been able to focus on learning, and look creative action and new ideas slowly begin to emerge a even though they are still with the help of others. At the independence have started to develop well. At the hindependence aspect has begun to increase growth as difference between pretest and posttest. Deaf students wi well from elementary to high school levels (Batool et al., 2 Additionally, deaf students have intelligence almost the disabled students have less intelligence than normal stude

In general, the learning conditions with the carto-School can understand learning. The advantages of the designed, developed, and applied in this research can Classical Conditioning theory, behavior can be formed by foster cool behavior (Pavlov et al., 1996). The repetition p children with special needs will be able to foster student learning.

The use of the *mesatue* method in this study is al storytelling can attract students' interest to attend school effect and provides a social barometer for children about 2020; Şılbır et al., 2020). This is the ability to empathize family education, the *mesatue* method is a community hyalues of goodness so that humorous, attractive, and co

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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 Stu Method Using Cartoon Media In Hindu

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Keywords: deaf student, Hindu independence aspects, mesatue

ABSTRAK

Anak tuna rungu menghada kemandirian sangat berdampak Penelitian ini bertujuan untuk r dalam kepercayaan diri bera 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 dokum ini menggunakan metode d bagaimana meningkatkan pembelajaran agama Hindu sebelum menggunakan med pendidikan agama Hindu

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

BSTRACT

Deaf children have an independence aspect problem. Independenc aimed at the *mesatue* method of cartoon media in Hindu religion rmulation the problem raised in this study is whether the animati indepen of deaf students. The benefits of research are to el 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 evaluation after watching Hindu religious education. The results of that introducing Hindu religious values using the *mesatue* metholementary, junior high school level increased by 58%, and senior high Interactive images display can accommodate students with hearing with cartoon media can increase students' independence under

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INTRODUCTION

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

*Corresponding Author: First Author: author1@email.com

ABSTRACT: *150-200 words Start writing the 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, 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 research problems implications *The place of research/data collection does not need to be written in the abstract Keywords 3-5 words that are











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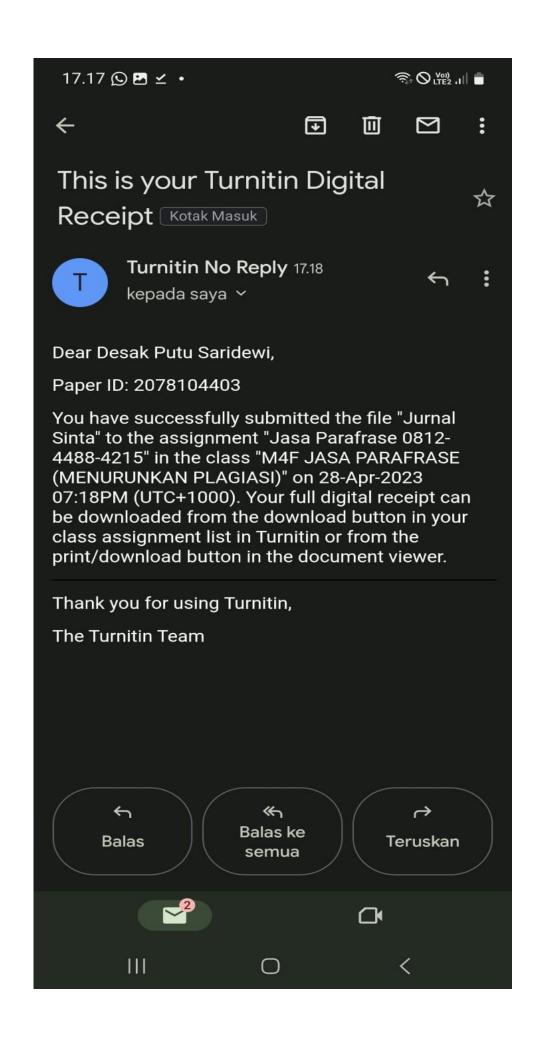
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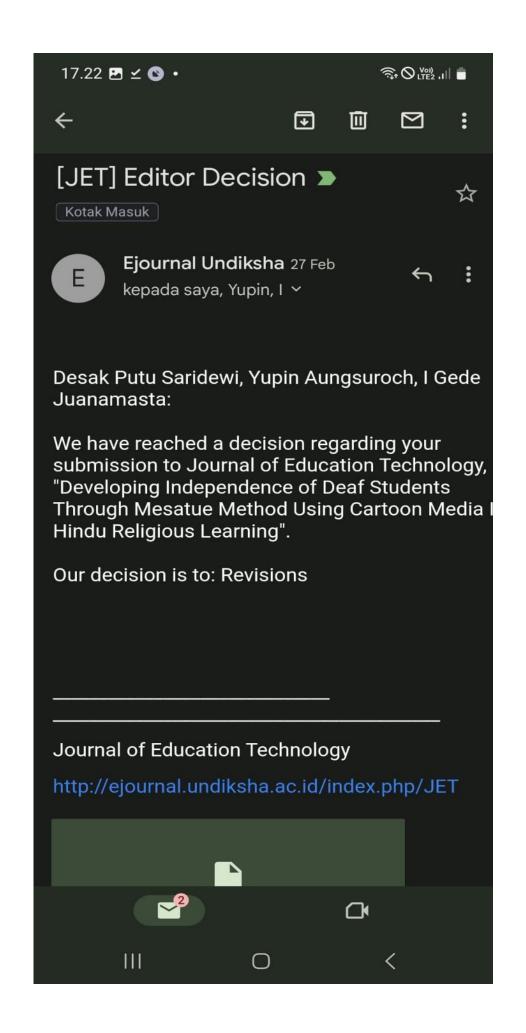
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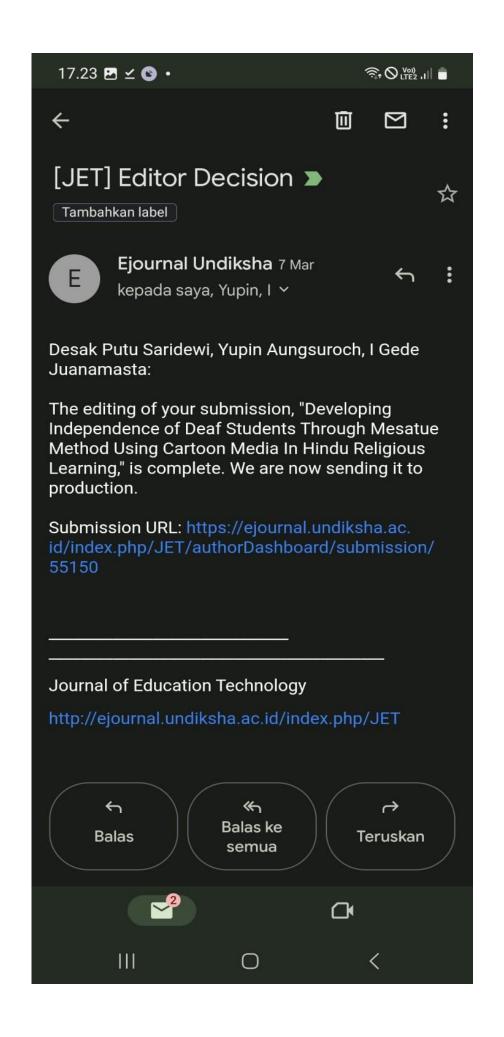


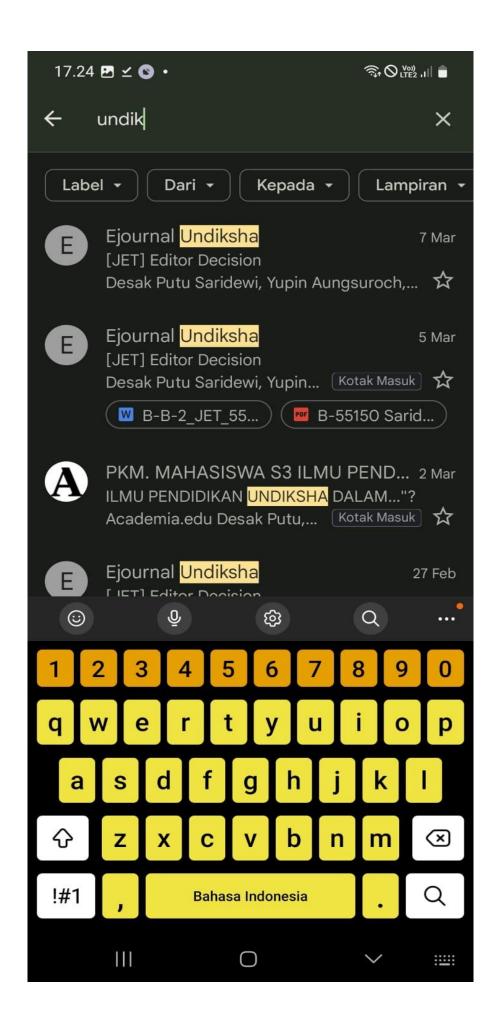


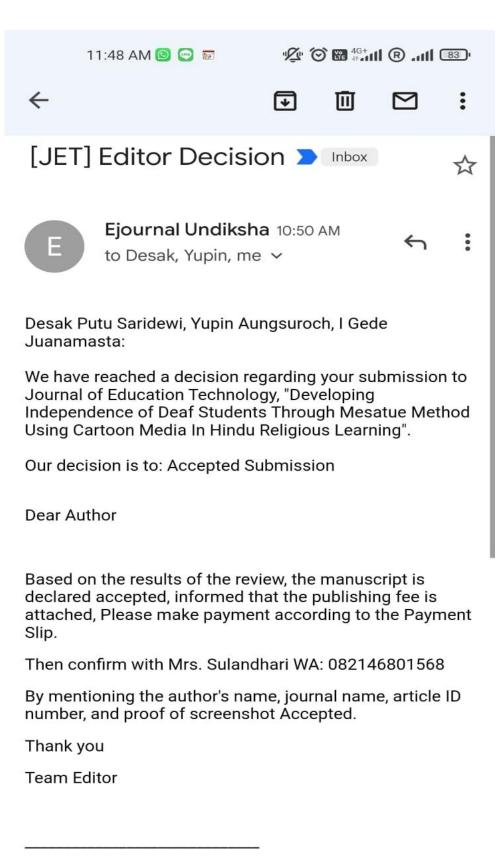
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Cartoon Media In Hindu Religious Learning

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ira Medika Bali, Denpasar, Indonesia 8 gmail.com, Jl. Pancaka No.7b, Mataram Bar., Kec. Selaparang, Kota Mataram, Nusa Tenggara

Penelitian ini bertuiwan antuk mengetahui metode mesatue media kartun dalam kepercayaan diri beragama Hindu siswa disabilitas . Rumusan masalah yang diangkat dalam penelitian ini adalah apakah animal method dengan media kartun dapat meningkatkan kemandirian siswa tunarungu. Metode penelitian dengan pengembangan media menggunakan model 4D, meliputi tahap define, design, develop, dan diseminasi semai 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 kotegori tanarungu menunjukkan bahwa pengenalan nilai-nilai agama Hindu dengan metode mesatue 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 mesatue dengan media kartun dapat meningkatkan kemandirian siswa sesuai dengan kan dalam tujuan pembelajaran.

se method of cartoon media in Hindu religious confidence of disability students. The formulation study is whether the animal method with cartoon media can increase the independence of deaf arch are to encourage students to know their religion and practice independence. Study design define, design, develop, and disseminate stages according to the characteristics of students with lection method used the observation method, with the instrument of independent student aspects, imentation. The analysis in this study used a qualitative descriptive method focusing on how to deaf students in learning Hinduism. This research was conducted with an initial evaluation before tal evaluation after watching Hindu religious education. The results of this study from the deaf fucing Hindu religious values using the mezonse method with cartoon media reached 72% for d level increased by 58%, and senior high school by 97% with a total of 16 students. Interactive date students with hearing impairments. This means mesature method with cartoon media can ice under the indicators formulated in the learning objectives.

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 31 Article 1, every citizen has the same chance of obtaining an education without s children without discrimination. Innovation and maximum efforts from educators are n receive learning well. The development of learning technology in education makes it e. Learning demands in the COVID-19 pandemic are prioritized in delivering learning ethods processed online. This condition triggers a lack of social interaction between lack of interactive learning media and social interaction due to online learning during nts accepted gave rise to the development of student independence, is hampered because ependence requires the help of others. Because the role of peers, teachers, families,

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Journal of Education Technology, Vol. 5(3) PP. 443-451 can trigger interactions to train communication (Widyastuti & fing 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, fic 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. fostered and instilled by providing concrete examples because ne 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



ssis in this study used a qualitative descriptive method to determine the effectiveness of the crease in results after the use of the unified approach with cardboard media. Aspects of ssessed 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 dia 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 a solutions in learning activities at schools with special needs. This research study focuses on ase in students' independence in learning Hinduism using the messure method with animated to detail of measurements can be seen in the Table 1 and 2 below.

ent Criteria for of Independence Aspect

loing something self-motivated for one's own needs

iligent in studying

oing something without the help of other people

cting creatively and taking your initiative in generating new ideas

esponsible for completing tasks thoroughly

ctivity criteria

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

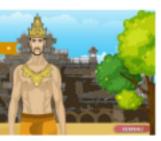
AND DISCUSSION

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

KAIT HARI SUCI



age of Balinese Hindu Holy Days



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

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

rocess of learning activities using the animated cartoon media mesature method provides: (1) real 2) easy to attract students' attention, (3) arouses motivation, and (4) brings pleasure to children with 3. The child's feeling of joy in learning is confirmed to be able to develop aspects of the child's ability arm to communicate and learn to understand the contents of the story. This will also help the child has not attitude, namely an attitude of discipline and responsibility, which is shown in the characters in the in story.

indings of the implementation of learning using the cartoon media mesature method can increase 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 mesature we classified as aspects of student independence which are described as follows.

nges in student independence attitude of special needs

dent	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%

nt independence indicators are stated in the table above. Deaf students at the Elementary School level an increase of 72% with 9 students, junior high school level increased by 58% for the number of e people, and SMA by 97% with a total of 4 student people. The percentage results obtained in this I that the effective ability in the aspect of independence of deaf students was higher. The prior study udiovisual, specifically cartoon, method is significantly increase knowledge and attitude of deaf wioso et al., 2022; Kurniawati et al., 2022).

opmental power is having problems in learning caused by intellectual, social, mental, physical, and miers (Batool et al., 2021; delphie, 2012). These obstacles slightly hinder students' development of e, especially at the elementary school level. At the primary school level, students are less interested tething with their encouragement for their own needs, have not been able to focus on learning, and in class. At other points, such as creative action and new ideas slowly begin to emerge and being or completing tasks even though they are still with the help of others. At the junior high school level, or complete the properties of the easpect has begun to increase growth as shown in the table above. It is shown the difference between ostest. Deaf students with hearing impairments can listen to stories well from elementary to high is (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 its (delphie, 2012).

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

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

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

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