

**IMPLEMENTATION OF INTERACTIVE LEARNING VIDEOS IN INCLUSIVE
EDUCATION DURING THE COVID-19 PANDEMIC
(CASE STUDY OF SLB ALAM ASATAMA)**

Silvia Dwi Riyanti*, Hidayatun Markamah, Husna Amalina Sholihah, Yuyu Putri
Senjani

UIN Sunan Kalijaga Yogyakarta
18101040053@student.uin-suka.ac.id

Abstract - *The impact of the Covid-19 pandemic has hit various sectors of life, including education. Learning that was initially carried out face-to-face in schools had to be transformed into distance learning due to social distancing by the government. This also has a considerable influence on the learning process of children with special needs, because they will have greater difficulties. Not all parents can provide appropriate learning methods for their children. Teachers, students, and parents are required to be able to quickly adapt to the changes that are taking place. To solve this problem, innovations are needed by the technology. One of them is through the interactive learning videos that can be watched by students. The videos contain learning materials that combined with visual and audio. The purpose of this study was to examine the roles of interactive learning videos during the Covid-19 pandemic implemented in inclusive education at SLB Alam Asatama. This research uses qualitative research methods with a case study approach and is analyzed using video based learning theory. The results showed that interactive learning videos were able to play a positive roles in delivering effective and efficient learning, providing new learning experiences for children, being easy for children to understand, and supporting active learning even though it was only from home.*

Keyword: *distance learning, video based learning, the child with special needed, dissability*

1. INTRODUCTION

A. Background

The emergence of the Covid-19 pandemic as a result of the SARS-Cov-2 has spread throughout the world. From January 3, 2020 to September 3, 2021, Indonesia confirmed 4,116,890 cases of positive Covid-19 with 134,930 deaths reported to WHO (World Health Organization, 2021). The government made policies to reduce the spread of this virus. One of them is by implementing social distancing restrictions. The government has implemented large scale of social restrictions in 2020 and implementation of community activity restrictions in 2021.

These distance restrictions cause significant changes in every aspect of life. One aspect that is affected is the education sector. All elements of education have been greatly affected by Covid-19 which has caused the learning process being carried out online (Syah, 2020). Responding to this situation, the Ministry of Education and Culture also issued a regulation number 36962/MPK.A/HK/2020 concerning online learning and working from home in the context of preventing the spread of corona virus disease which contains the implementation of online learning from home for students and college students (Minister of Education and Culture of the Republic of Indonesia, 2021).

Regulations on distance learning require educators to innovate in making changes to learning methods by utilizing technological advances. Learning materials can be conveyed well and can be easily understood by students. Video-based learning equipped with animation and voice dubbing is the most used method. The University as an institution that has a role in society in the form of Community Service Activities is expected to be able to contribute to overcome various learning problems during the pandemic. UIN Sunan Kalijaga Yogyakarta has KKN (Kuliah Kerja Nyata) Program to their students to join in problem solving.

Generally, students stayed in village and be part of community, but when pandemic era, KKN is done by online. Students are also required to be able to contribute in problem solving in society in the midst of a pandemic. KKN students batch 105 group 113 located in Bakalan Hamlet, Argomulyo Village, Cangkringan District, Sleman provided video-based learning materials for children with special needs at SLB Alam Asatama who also collaborates with educators at the school. This program is expected to give solutions about distance learning problems which are mostly carried out by parents or guardian students.

B. Theoretical Basis

1) Inclusive Education

Education is a basic right and need for everyone, including children with special needs. This urgency is assessed based on the fundamental role of education in the development of human resources. Through education, humans can be equipped with their needs in dealing with life. As explained by (Wendri, 2020) that education is a process of knowledge, skills, and inculcation of sportsmanship in children.

The school has a role in realizing the pattern of inclusive education by presenting inclusive services so that every child gets proper educational services, according to their age and development, regardless of anything. This is such as Permendiknas No. 7 of 2009 Article 1 which defines inclusive education as an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general. Because every child has the right to get a proper education as a basic service that must be provided by the government (Kemendikbud, 2021).

The implementation of inclusive education is also obtained from the development of teacher competencies. So that teachers must always be able to adapt in various situations, including the Covid-19 pandemic. Therefore, teachers must immediately identify which learning media are effective and efficient to use during online teaching and learning activities.

2) Learning Media

Learning media is tool used in the learning process. Learning media is very important to be applied during teaching and learning to increase students enthusiasm in study. Learning media is useful in attracting students interest in the material presented. In addition, learning media is also useful to increase students understanding of the material displayed. There are various learning media that can be applied (Shofa Lia, 2021), such as:

- a) Audio media that is closely related to the sense of hearing (for example: radio, tape recorder, telephone, etc.),
- b) Visual media that only relies on the sense of sight, whether it is silent visual media (such as snippets, maps, charts, etc.) or motion visual media (such as silent films, etc.),
- c) Audio visual media is a media capable of displaying sound and images, including silent audiovisual media (in the form of silent TV, voice pages, sound books, etc.) and motion audiovisuals (in the form of TV films, sound images, etc.),
- d) Miscellaneous media which are media adapted to the potential in an area, around schools, or in other locations or in the community that can be used as teaching media (for example: blackboards, three-dimensional reality media, and learning resources for the community),
- e) Photographic images obtained from several sources (e.g. newspapers, paintings, cartoons, illustrations, etc.), and
- f) Maps and Globes which serve to present location data

Each form of learning media has its own advantages and disadvantages and saves different effectiveness. Based on research conducted by (Firdaus, 2016) shows that audio-visual media has better learning outcomes than classes that use print media. (Ramadania, 2020) in the results of his research also found that audio-visual learning media had a significant effect on learning outcomes. So that the

utilization of audio-visual learning media through video-based learning is expected to help children with special needs in optimizing their abilities. Audio-visual learning media utilizes the senses in the form of hearing and sight where the teacher tries to display stimuli that can be processed with various senses. Therefore, the more senses are used to receive and process information, the more likely it is that the information can be absorbed, understood and retained in memory. So that students are expected to be able to receive and absorb well the content of the material delivered through the learning video playback.

C. Literature Review

Arif Yudianto (2017) conducted a study entitled “Application of Video as a Learning Media”. This study aims to (1) determine the elements of learning video media; (2) the benefits of learning media; and (3) to find out the role of video in learning. This study used a literature approach. The results of this study showed that; 1) There are video elements, namely text, images, sounds, and animations. 2) With video, students can witness an event that cannot be witnessed directly, dangerously, or a past event that cannot be brought directly into the classroom. Students can also play back the video according to their needs. Learning with video media fosters interest and motivates to always pay attention to lessons. 3) Video media is the most precise and accurate learning media in conveying messages and will greatly help students understanding the lessons. With the video, students will understand more about the material delivered by teachers through the screening of a film (Yudianto, 2017).

The second study conducted by Dhika Malita Puspita Arum (2014) on “Visualization of Prayer Guidance for the Deaf Based on Interactive Media” aims to provide understanding for deaf children to understand good prayer procedures and provide learning motivation for students. This interactive media visualization was developed using the Interactive Media Development method including Concept, Design, Material Collecting, Assembly, Testing dan Distribution. The results of the questionnaire given to respondents, namely deaf children at the elementary grade, showed that the visualization of prayer guidance based on interactive media provides understanding and motivates students in learning. The material presented provides a visualization of animated motion with sign language communication videos that are tailored to the needs of deaf students and are added with practice questions that provide more comprehension (Dhika, 2014).

Futhermore, Doby Putro Parlindungan, Galang Pakarti Mahardika, dan Dita Yulinar (2020) said that the provision of material with video-based media was assessed in the learning process. Learning videos can help respond to children’s understanding of the material. Teachers can also be more creative and innovative, because the material can be explained in the video and the material is conveyed well. The article entitled “The Effectiveness of Video-Based Learning Media in Distance Learning (PJJ) at SD Islam An-Nuriyah” aims to measure the effectiveness of video-

based learning media in distance learning (PJJ). Data collection through Google Form with qualitative method (Parlindungan et al., 2020).

The article “The Feasibility Study of Autism Instructional Video Based on “Curriculum 2013” For Special Education Teacher” written by Mohammad Efendi (2017) aims to describe empirically the level of video eligibility autistic learning model based on Curriculum 2013, which is feasible and relevant to the needs of schools in order to develop the potential of autistic students at primary and secondary school levels. The results of the analysis showed that the quality of the video media of autistic children’s learning model based on the Curriculum 2013 is categorized as very feasible, and can be used as a media to improve the performance of special education teachers in teaching autistic children in special schools. It is recommended for teachers or prospective autistic educators to adopt the learning patterns and enrichment references which is presented in the learning video (Efendi et al., 2017).

From the research above, it can be concluded that those research can be used as guidelines for this study because they have qualitative research in common, while the differences lie in the object, subject, place, and time of the study.

D. Framework

A good framework will explain the link between the variables to be studied theoretically (Sugiyono, 2019). Therefore, the framework in this paper is as table 1 below:

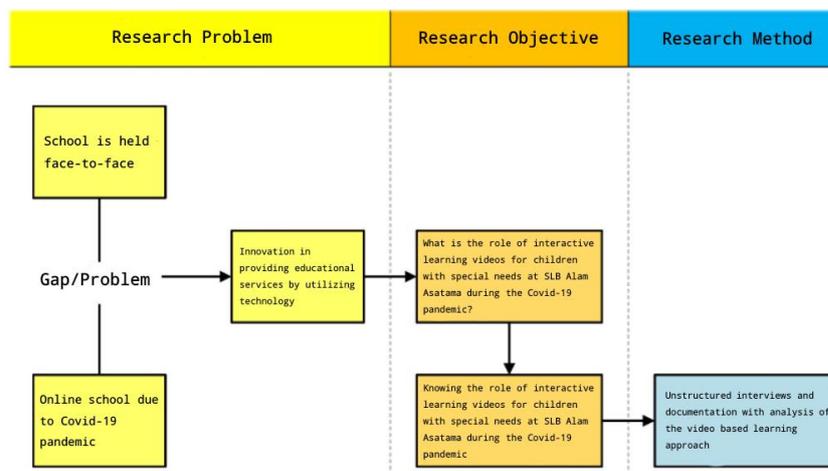


Figure 1 Framework Table (Source: Author, 2021)

The Figure 1 above shows three main parts that form the basis of the framework, that main parts including research problems, research objectives, and research methods. In reality, there are problems regarding face-to-face schools that must be transformed into online schools caused by Covid-19 pandemic so that this triggers a gap/ discrepancy that demands innovation in providing educational services by utilizing technology. The purpose of this study was to determine the role of interactive learning videos for disabilities students needs at SLB Alam Asatama

during the Covid-19 pandemic. To achieve the results of the study, researchers used data related to research topic in the form of interviews and documentation.

E. Research Formula

Video-based learning can help teachers to give learning materials, so they can be understood properly. Based on the problems that researchers have described, the formulation of the problem in this study is how the role of interactive learning videos for the learning of children with special needs at SLB Alam Asatama during the Covid-19 pandemic? The purpose of this study was to determine the role of interactive learning videos for children with special needs learning at SLB Alam Asatama during the Covid-19 pandemic.

2. METHOD

This study used a qualitative research. Qualitative methods are used to obtain in-depth data, a data that contains meaning (Sugiyono, 2019). The research method in this study is a case study in which the researcher explores a particular phenomenon (case) at a time and activity (program, event, process, institution or social group) and collects detailed and in-depth information using various data collection procedures over a certain period of time (Wahyuningsih, 2013).

The data collection on the study was obtained through unstructured interviews and documentation. An unstructured interview is a free interview in which the researcher does not use the interview guidelines that have been systematically and completely structured for data collection (Sugiyono, 2019). Meanwhile, according to Sugiyono, a document is a record of events that have passed, it can be in the form of writing, pictures, or monumental works of a person. The informants of this study are the parties involved in the use of video-based learning at SLB Alam Asatama, namely the Principal, Teachers, and Guardians of students.

This study adopted an analysis of the Video Based Learning approach. The definition of Video Based Learning is the delivery of knowledge or skills by using video. Videos for learning must have at least two elements, namely visual and audio (Binus University, 2019).

3. RESULTS AND DISCUSSION

Children with special needs are children who require special treatment because of developmental disorders and abnormalities experienced in children. Based on the term of disability, disability children are children who have limitations in one or several abilities, both physical such as blind and deaf, as well as psychological such as autism and ADHD (Ratrie Desningrum, 2016).

Students with special needs are defined as individuals who have different characteristics compared to individuals who are considered normal in society. Students with special needs have physical, intellectual characteristics, and are lower

than the general standards applicable in society so that it is difficult to develop their potential and achieve progress in the fields of education, social, and personal. Physically, mentally, and socially emotional, students with special needs look different from students with normal growth and development. These differences include mental retardation, learning disabilities or attention disorders, emotional or behavioral disorders, physical barriers, communication barriers, autism, hearing impairments, visual impairments or gifts and special intelligence (Setiaji, 2018).

The special characteristics of children with special needs are generally related to the level of functional development. These characteristics include the level of sensory-motor development, cognitive abilities, language skills, interaction skills, and creative abilities. All the limitations possessed by children with special needs will make children experience incomplete information that can reduce impressions, formation of perceptions, inculcation of memory and understanding of the object being observed. So, the use of other senses must be done optimally in order to build more optimal cognitive abilities. The learning model is also more focused on helping children with special needs interact with the surrounding environment (Masita, n.d.).

The development of the digital era is currently a momentum for various changes, including the freedom to carry out learning activities. The presence of a technology called the internet opens up new opportunities for the world of education which is currently not limited by space and time. Through the role of the internet, students can discuss and learn anywhere and anytime. The convenience of this technology can be implemented in the midst of the Covid-19 pandemic situation which requires teachers and students to conduct distance learning from their respective homes. Even though it is carried out online, schools are still required to continue to provide effective and efficient learning experiences so that students' educational needs are always fulfilled. Teachers must adapt to current situations and conditions by knowing and understanding resources for online learning. According to (Educations Media Group, 2018) several resources for online learning, such as: E-books, Journals, Quizzes, Discussion forums, Live question and answer sessions, Recorded lectures, and Videos.

When students get learning, they often feel bored and not enthusiastic to pay attention to the material. However, with videos that display visually not only in the form of sound when a teacher explains, the use of videos can overcome boredom and loss of enthusiasm for children when obtaining learning materials. Even the videos presented can be accessed anywhere without being limited by space and time whenever they can be accessed and played repeatedly (Hendriyani et al., 2018).

Visual media and technology can increase enthusiasm in learning because it will bring up a strong impetus to try to develop and use it in real conditions. The emergence of enthusiasm from what has been observed is a big capital for students or students in obtaining information and being able to build meaning from what has been learned. Students who have a high interest will lead them to achieve satisfaction with the success achieved.

Audio development in learning according to (Supriadi, 2020) is very important to reach and meet the needs of students with auditory learning styles. Audio is sound within the acoustic range available to humans. Audio frequency is an alternating electric current within 20 to 20,000 hertz (cycles per second), the range that can be used to produce acoustic sound. To develop an audio format, development can use development steps: 1. Planning the type of material produced, 2. Collecting and selecting appropriate materials, 3. Determining the type of software, 4. Recording and editing sound, 5. Testing and revising. While video is a visual multimedia source that combines a sequence of images to form a moving image. The video sends a signal to the screen and processes the sequence in which the image moves through the screen. Videos usually have an audio component that matches the images displayed on the screen.

The phenomenon of video-based learning is interesting to apply because it offers various advantages, including being easy to make, easy to consume (because of the short and extensible learning videos that summarize concepts or topics through a mixture of minimalist text and basic graphics), videos provide a touch of entertainment, videos not only teaching but also inspiring, videos can describe the process through pictures or simple animations, videos are fun and don't always have to be serious (Majumdar, n.d.).

Therefore, video based learning can be said to be very suitable to be applied to the current generation who are familiar with digital media. Video based learning is considered to be able to create a fun learning environment and make students more motivated to learn, making it easier for students to learn and understand a learning material. In addition, video-based learning can also help students not to be bored in receiving subject lessons.

A. Subject Overview

The study group for children with special needs of Kasih Bunda was founded in the Village of Temulawak, Triharjo, Sleman, on August 9th, 2020. This group of children with special needs was initiated by special education student (PLB) UNY. Then starting October 1st, 2020, the special needs children's study group was renamed as SLB Alam Asatama. This change follows the name of the foundation upon which it is promoted. Asatama means first hope. In February 2020, they moved domicile to the Bakalan Village, Argomulyo, Cangkringan Sub-district, Sleman Regency, Special Region of Yogyakarta.

According to the data obtained, SLB Alam Asatama have as many as 8 children. Ranging from ages 2 to 19 and have special needs among them: 2 children with Tunagrahita, 1 children with Tunagrahita and Down Syndrome, 1 child with multiple disabilities (Deaf and Physical), 2 children with intellectual disability (Daksha and Grahita), 1 child with Deaf, Physical, and Grahita, and Physically Impaired 1 child.

As for the teachers, there are 7 educators who have a background in special education. Learning at SLB Alam Asatama is holding face to face every Saturday and

Sunday from 08.00-11.00 WIB. Learning process is divided into individual learning, religious habituation and *dhuha* prayer, and colossal learning. However, based on the instructions of the Minister of Domestic Trade (Mendagri) No. 15 of 2021 concerning the Enforcement of Restrictions on Community Activities (PPKM), all teaching and learning activities at SLB Alam Asatama from July 3rd, 2021 will be carried out from their homes. Learning is done by utilizing WhatsApp and YouTube applications in the form of material narration, learning material videos, and assignments. The object of research in this study is a learning video for children with special needs at SLB Alam Asatama. The themes of the videos that we make include videos introducing the types of animals, introducing the importance of body hygiene and teaching how to respect others.

B. Effectiveness and Efficiency of Learning Videos

According to the KBBI (Kamus Besar Bahasa Indonesia), the word effective is related to the word effect, effective means to have an effect, effective, and successful. So it can be taken as an important point here is that effectiveness are related to success in delivering material through video. According to the KBBI, the word efficient is doing the job properly and being able to carry out tasks carefully and efficiently (KBBI, 2016). While the efficient point relates to the time or length of the learning video delivered.

Based on the results of interviews conducted with the teachers at SLB Alam Asatama in terms of effectiveness, it is still not optimal, while in terms of efficiency it has been fulfilled with a duration of time that is not too long.

“The duration is not too long, but if it is conveyed to children, the focus of the discussion will be divided, not directly compiling videos so that children focus on one topic first.”

“The video is presented with material so that children focus is not split (example: just washing your hair, not all videos of washing your hair, cutting your nails, etc.)”

As a stakeholder, the one of the parents who accompanied learning during online learning through video also shared their opinion. They said that this learning material could be conveyed well while the efficiency of the video delivered was not too long.

“Video delivered is not that long.”

“It is very well conveyed to children.”

The principal of the SLB Alam Asatama said that the learning video was quite effective because the video delivered was well conveyed which was accompanied by visualization and sign language which was useful for helping deaf children, then audio for blind children, illustrations and materials were delivered quite clearly. In terms of children with special needs which ranges from an average of 5 minutes.

“It is not too long, the video submitted is enough, the video that is delivered is around 5 minutes, it can be more or less, it is doesn’t matter. But an average of 5 minutes is appropriate for concentration and focus for children with

special needs.”

“Yes, the information contained in the video can be conveyed properly because the video is accompanied by visualization images with a sign language interpreter for deaf children, then there is audio available for blind children, with clear illustrations too, and the material presented is also quite clear.”

C. New Learning Experience

Suharyanto (2016) said that “Gaining experience is the main key to gaining expertise.” So that new learning experiences will help students in acquiring their expertise. Muhammad Amin (2016) explained “Direct experience through eye sight, ear hearing, and nose smell is the most sensitive and quick channel for children to imitate.” Regarding this learning video, it is based on a video based learning approach that this new experience is seen from the side of entertainment generated from the visuals and audio that is displayed so that it adds new experiences for children.

The results of the interview with the SLB Alam Asatama teacher showed that a new learning experience in the form of entertainment was successfully obtained in this learning video.

“Yes, it can be entertaining, because it does not only focus on learning texts. The material is good and easy to understand. Science material is easier for upper class students to understand.”

The guardian student of SLB Alam Asatama, who is the companion for online learning at home, said that learning through videos provides a new learning experience, because in addition to the learning delivered there is also entertainment that makes children not bored.

“It is very entertaining, because the animation is very well equipped with good and interesting pictures.”

The principal of SLB Alam Asatama also agreed that the learning videos that have been made provide an experience in the form of entertainment for children by seeing interesting pictures, colors, relates to life, besides being entertaining, they also have educational value.

“Yes, it can provide entertainment for children. Children see pictures that are interesting, colorful, then also relate to daily life, that is also with depictions of characters, funny activities, there are interesting pictures that can also be entertainment for children as well as being educational.”

D. Easy to Understand

As a teacher of SLB Alam Asatama, the purpose is that the material presented to students can be understood, it can be helped by the existence of learning videos. Learning through video is easy to understand with visualization also appropriate

images and able to interpret the content of the material, the language is easy to understand and the audio is clear and equipped with text.

"Visualization helps children to understand the material presented."

"The picture is already appropriate to interpret what is being said."

"The language and audio are clear. Some videos for the volume have to be enlarged, but the whole thing is good because not only images but there is also audio and text."

"Language is easy to understand, but for special needs children in small classes it is hard to understand foreign terms like Pisces etc., but in the big class it might be easy."

The guardian student of the SLB Alam Asatama stated the same thing that the video was easy to understand, the topic with pictures was harmonious, the audio presented was clear, the language was simple and easy to understand. So when they watch video, the intent that to be conveyed is easily understood by students.

"Yes, it is very easy to understand."

"Yes, it fits."

"Yes, the audio is clear."

"Simple language, understandable."

Based on the results of interviews with the principal of the SLB Alam Asatama, the images makes it easier to understand the material, but there are some video concepts that sometimes lack detail in understanding the reality character which can lead to misperceptions for the children with special needs, in this video has no misconceptions. The delivery is also in accordance with the animation, making it easier to understand the material. Although, in one video there are several choices of words that are difficult to understand for children with special needs.

"Yes, animations do make it easier for children to understand the material being presented. Make it easier for children to understand, the animations also match circumstances, at times, such as if a frog can walk on both legs, that is not true. Now it can be cause a misconception for some children especially autistic and tunagrahita children, but yesterday the animation was also good and true, it was real. Thus, it is quite easy for children to understand the material being presented."

"Yes, accordingly. When the audio explains about combing hair it features an image of combing hair. When explaining brushing teeth, pictures or videos about brushing teeth are also shown. What is explained by the audio is directly visualized, well it fits."

"In general, it is understandable for the children. But in the mammalian parts, etc., there are some explanations that are difficult for children to understand. For example, the use of complicated words, which are not simple. Well, it seems like yesterday it was in the various animals section. But in general, the other videos explain clearly, the language selection is suitable for the children with special needs."

E. Supports Active Learning

Learning is an active process of students who develop their potential. Students are involved in teacher-facilitated experiences so that students flow in experiences involving thoughts, emotions, engaging in fun and challenging activities and encouraging student initiatives (Dananjaya, 2017). Therefore, it is important to adjust learning during the pandemic through learning videos that include active learning involving reactions and interactions from the videos that have been delivered.

Teachers at SLB Alam Asatama argue that active learning cannot be ascertained through learning because. This is because online learning is carried out at home and accompanied by parents. Only parents who can observe children's interactions and reactions when learning to use the learning videos. In this case the teacher cannot answer it based on the opinion of her own observations, but only obtain reports from parents.

"Children interactions when online are entrusted to their assistance by parents because teachers cannot monitor them directly, nevertheless because children's responses vary, it is the duty of the companion to condition the children."

"Children's reactions are different, some are cheerful, confused, run around, curious, do not care, play with their own, etc."

The information that teacher receives from a parent is supported by interviews with parents. Parents as an online study companion at home, pointing out that learning by videos is able to give an active response to the learning process.

"Great delight, always follow what is seen, and pointing".

"Vey positive, children keep trying to tell stories (repeating what they see)".

Similar to teachers, the principal of SLB Alam Asatama was unable to provide a definitive answers about wether learning videos can support active learning in the form of interactive and reactive aspects. This is because they do not witness the learning process directly.

"I cannot answer those two points. Maybe later the guardian students/ parents will be able to answer".

4. CONCLUSION

The role of learning videos using the video-based learning approach at SLB Alam Asatama showed that learning videos is capable of assisting learning activities during the Covid-19 pandemic. Through this video based-learning, several components can be fulfilled in a learning video that is seen in terms of effectiveness and efficiency, new learning experience, easy to understand, and supports active learning. However, there are some notes that must be considered in making learning videos, such as: the suitability of animation with the material to be conveyed, the use of words or terms that must be relevant to the level of education, and when delivering learning materials, it is better to focus on one topic first.

BIBLIOGRAPHY

- Binus University. (2019). *Mengenal Metode Belajar "Video Based Learning."* Binus.Ac.Id. <https://binus.ac.id/knowledge/2019/10/mengenal-metode-belajar-video-based-learning/>
- Dananjaya, U. (2013). *Media Pembelajaran Aktif Cetakan ke III (Cet. 3)*. Nuansa Cendekia.
- Dhika, P. (2014). Visualisasi Tuntunan Sholat Untuk Tuna Rungu Berbasis Media Interaktif. *Skripsi, Fakultas Ilmu Komputer*, 1–9. <http://eprints.dinus.ac.id/13128/>
- Educations Media Group. (2018). *Pembelajaran Online - Apa Artinya dan Bagaimana Cara Kerjanya?* Id.Educations.Com. <https://id.educations.com/study-guides/study-online/>
- Efendi, M., Pendidikan, J., Biasa, L., & Negeri, U. (2017). *The Feasibility Study of Autism Instructional Video based on " Curruculum 2013 " For Special Education Teacher (Studi Kelayakan Video Pembelajaran Anak Autis Berbasis Kurikulum 2013 Bagi Guru Pendidikan Khusus)*. 4(2), 141–146.
- Firdaus, F. (2016). Efektivitas Penggunaan Media Audio-Visual Dalam Pembelajaran Sains. *SPEKTRA: Jurnal Kajian Pendidikan Sains*, 2(01), 46. <https://doi.org/10.32699/spektra.v2i01.6>
- Hendriyani, Y., Jalinus, N., Delianti, V. I., & Mursyida, L. (2018). Analisis Kebutuhan Pengembangan Media Pembelajaran Berbasis Video Tutorial. *Jurnal Teknologi Informasi Dan Pendidikan*, 11(2), 2–5. <http://tip.ppj.unp.ac.id/index.php/tip/article/view/147>
- KBBI. (2016). *KBBI Daring*. Kbbi.Kemdikbud.Go.Id. <https://kbbi.kemdikbud.go.id/entri/>
- Kemendikbud. (2021). *Kemendikbud Ajak Daerah Tingkatkan Pendidikan Inklusif*. Www.Kemdikbud.Go.Id. <https://www.kemdikbud.go.id/main/blog/2019/07/kemendikbud-ajak-daerah-tingkatkan-pendidikan-inklusif>
- Majumdar, A. (n.d.). *Getting Started with Video-Based Learning*. Elearningindustry.Com. Retrieved September 9, 2021, from <https://elearningindustry.com/video-based-learning-getting-started>
- Masita, H. (n.d.). *Proses Perkembangan Kognitif Anak Berkebutuhan Khusus*. Dosenpsikologi.Com. Retrieved September 9, 2021, from <https://dosenpsikologi.com/proses-perkembangan-kognitif-anak-berkebutuhan-khusus>
- Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2021). *Surat Edaran Mendikbud: Pembelajaran secara Daring dari Rumah untuk Mencegah Penyebaran Covid-19*. Bersamahadapikorona.Kemdikbud.Go.Id. <https://bersamahadapikorona.kemdikbud.go.id/surat-edaran-mendikbud/>
- Muhammad Amin, M. (2016). *Membangun Pribadi Berbudi Pekerti (Cet. 1)*. Calpulis.
- Parlindungan, D. P., Mahardika, G. P., & Yulinar, D. (2020). Efektivitas Media

- Pembelajaran Berbasis Video Pembelajaran dalam Pembelajaran Jarak Jauh (PJJ) di SD Islam An-Nuriyah. *Prosiding Seminar Nasional Penelitian LPPM UMJ*, 8.
- Ramadania, F. (2020). Pengembangan Media Audio Visual dalam Pembelajaran Bahasa Indonesia Pada Anak Berkebutuhan Khusus (Autisme). *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 5(2), 208–215.
- Ratrie Desningrum, D. (2016). Psikologi Anak Berkebutuhan Khusus. *Depdiknas*, 1–149.
- Setiaji, C. A. (2018). *Pertumbuhan dan Perkembangan Peserta Didik dan Anak Berkebutuhan Khusus*. Media Akademi.
- Shofa Lia. (2021). *6 Macam-Macam Media Pembelajaran serta Contohnya*. Arab.Upi.Edu. <http://arab.upi.edu/6-macam-macam-media-pembelajaran-serta-contohnya-tingkatkan-semangat-belajar-siswa/>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Suharyanto, A. (2016). *Leader Speak!* (Cet. 1). Diandra Kreatif.
- Supriadi. (2020). Media dan Teknologi Pembelajaran Perspektif Al-Qur'an. In F. S. Sirate (Ed.), *Pesantren IMMIM Putra Makassar*. Prenadamedia Group. <https://immim.sch.id/media-dan-teknologi-pembelajaran-perspektif-al-quran/>
- Syah, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Wahyuningsih, S. (2013). Metode Penelitian Studi Kasus: Konsep, Teori Pendekatan Psikologi Komunikasi, dan Contoh Penelitiannya. *UTM PRESS Bangkalan - Madura*, 119.
- Wendri. (2020). *Perancangan Video Tutorial untuk Anak ABK di PAUD Terpadu Inklusif Istiqamah Islamic School Surau Kamba*.
- World Health Organization. (2021). *Indonesia: WHO Coronavirus Disease (COVID-19) Dashboard*. Covid19.Who.Int. <https://covid19.who.int/region/searo/country/id>
- Yudianto, A. (2017). Penerapan Video Sebagai Media Pembelajaran. *Seminar Nasional Pendidikan 2017*, 234–237.