# Implementation of Interactive Video in Improving Family-Based Intervention Ability to Parents of Special Needs Students

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**Abstract**: Pandemic Covid-19 has a huge impact on student learning activities, usually learning is carried out in schools because of the pandemic students are required to study at home. This has a big effect on students with special needs because in school students are served with special programs and have a support teacher, but at home, parents have to do everything. So that parents have a lot to learn how to teach and assess their child's development. However, not all parents can do it because of their limited experience and knowledge. The goal is to improve the ability of parents to intervene with their children with interactive videos. This research method uses a qualitative descriptive method to see the increase in the ability of parents to intervene with their children who have a deficiency. To ensure the accuracy of the data obtained, it can be done by triangulation. Based on the observations of researchers from the data obtained, interactive video can improve the ability of family-based interventions in parents, this is evidenced by the changes that occur in the abilities of children with special needs.

**Keywords**: Video Interactive, Family-Based Intervention, Students Whit Special Needs

## INTRODUCTION

The covid-19 pandemic has an impact on human life so that we inevitably have to change our habits by adapting to new habits. Not only the economic impact, but the social impact is also very influential, one of which is the impact of teaching and learning activities, which are usually face-to-face at school or class in adaptation to this new habit of students having to study online at home. This problem has not been resolved because for students with special needs learning online also adds to their barriers to learning. Because some students have to be handled specifically during their learning activities. Based on these problems, there is a need for innovation in the online learning process for students with special needs. The formulation of the problem in the research is as follows: (1) How can students with special needs who have specific barriers not be able to participate in online learning activities? (2) How do parents of students with special needs do not have the experience and knowledge to teach their children? (3) How are the innovations from schools so that their students can take part in online learning? The research objectives are as follows: (1) Students can learn well without any obstacles even though they have to study without having to go to school. (2) Parents can teach their children properly according to the needs and the curriculum provided by the school. (3) There are innovations from schools so that students with special treatment can still study at their homes.

## METHOD

Solving the problem to be researched must use the right method by the problem to be studied, with the right method can certainly affect the results of the research carried out. The research method is a technique used to find, record, and collect in compiling scientific work so that it is analyzed to produce the correctness of the correct data. According to Sugiyono (2010, pp. 2), the research method is a scientific way to get data with specific purposes and uses.

The research method in this research is descriptive qualitative by parsing qualitative data descriptively about events or describing the data obtained. According to Sugiyono (2008, p. 15) that descriptive qualitative research is a research method based on the philosophy of post-positivism which is usually used for research in natural objective conditions where the researcher plays a role

in the key instrument. Meanwhile, according to Sukmadinata (2011, pp. 73), qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, linkages between activities.

Based on the explanation above, it can be concluded that qualitative descriptive research is a research method to see objective conditions naturally to assess the quality or results of the phenomenon under study. With this, the research was conducted to see how the effect of interactive video in increasing the ability of parents to intervene so that children who are intervened experience the development as expected.

**Data Collection Technique**

1. Observation
   According to Sugiyono (2014, pp. 145) observation is a complex process, a process composed of various biological and psychological processes. Meanwhile, according to Riyanto (2010, p. 96) observation is a data collection method that uses direct or indirect observation. Based on the above understanding, observation is a technique of collecting data by seeing directly or indirectly the subject under study. With this, the observation technique used by the researcher is asking the parents for videos of children learning during zoom meetings to see the behavior that appears when the child is taking online learning.
2. Interview
   According to Suriyadi (2011, p. 48) explaining that interviewing is a technique of collecting data through questions that are asked orally to respondents. In line with this opinion, Subagyo (2011, p. 39) explained that the interview is an activity carried out to get questions from the respondents. An interview means face to face between interviews with respondents, and activities are carried out orally. Based on the two definitions above, it can be concluded that the interview is a technique that collects data by asking directly orally to respondents face-to-

face or online. What was done by the researcher in collecting data with the interview technique, the researcher did it online by zooming in on the questions asked about the control of parents and children during online learning, especially their children with special needs.

**Data Analysis Technique**

According to Sugiyono (2015, p. 38), the steps in analyzing qualitative data are as follows:

1. Data Reduction
   Obtaining data from the field is of course quite a lot, researchers need to take careful and detailed records. For this reason, it is necessary to immediately analyze data through data reduction. Reducing data, namely summarizing, selecting the main things, focusing on important things, looking for themes and patterns, and removing unnecessary ones.
2. Data Display
   The purpose of presenting data is that the data will be organized, arranged in a relationship pattern so that it will be easier to understand. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and flowcharts. What is most often used in presenting data in qualitative research is narrative text.
3. Conclusion Drawing Verification
   Next is the drawing of conclusions and verification, because the initial conclusions put forward are still provisional, and will change if no strong supporting evidence is found at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion is credible. In qualitative research, the expected conclusions are new findings that have never existed before. These findings can be in the form of a description or description of an object that is not clear so that it will become clear after being examined.

## Data Validity

According to Zuldafrial (2012, p. 89), the validity of the data is the equivalent of the concept of validity (validity) and reliability (reliability) according to the version of quantitative research and adjusted to the demands of knowledge, criteria, and paradigm itself. In this case, the data obtained is to see the validity of the data by conducting a triangulation process. According to Afifuddin (2009, p. 143) triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or a partial comparison of the data. Based on the description above, the researcher used triangulation methods to compare the two data collection techniques by observation and interviews about how the behavior of children with special needs when participating in online learning.

## RESULTS AND DISCUSSION

This research was conducted on three elementary school students in the city of Bandung, they are children with special needs who attend inclusive schools. The results of this study are to see the effect of interactive video to improve the ability of family-based interventions to children with special needs in providing learning that comes from school, in this case, the family plays the role of teaching children according to the program from the school.

Based on field findings carried out online and videos provided by parents, children with special needs are still unable to participate in online learning, coupled with the results of interviews conducted with parents of their children so far, they cannot participate in online learning because of children's attention and behavior who cannot sit for long and do not want to stare at a computer screen or monitor with a long enough duration. The following are the results of observations and interviews conducted online.

## Observation

The observation was carried out on three students with special needs when participating in online learning, the aspect that was seen or observed by the observer was seeing the behavior that the child showed when the learning process was taking place.

1. The subject of MHB "students show the behavior of not being able to sit for a long time, when learning starts students only follow the lesson less than 1 minute then the child runs to his room, it appears that the child cannot sit longer in front of his laptop screen, so students do not participate in the whole lesson".

2. The subject of FMS "when learning begins, the child tends to be cooperative, such as answering the teacher's question when asked for his presence, but when the lesson has lasted 10 minutes the student feels bored with changing sitting positions and the child does not take notes or pay attention to the ongoing learning".

3. Subject JF "The subject is provided online learning but does not want to participate in learning, according to the parents of the students are not used to watching TV or watching something in front of the supervisor".

## Interview

1. MHB Parents "During the pandemic my child was unable to take part in online learning, one of the reasons was that my child could not sit longer, besides the material delivered by the teacher could not be done by my child, so the quiz or assignment I was given did it".

2. FMS parents "my child could not take part in online learning during this pandemic, so he was far away from his friends, when he was told to study the (the child) ran away, did not want to sit, even I had time to accompany him and he did not want to".

3. JF parents "So far I have taught my child learning materials because he cannot attend online learning because he is not accustomed to sitting staring at the laptop, that's where I asked the teacher for material, but when I taught him, he also didn't want to be taught by me"

Based on the results of observations and interviews that have carried out the same problems experienced, namely students with special needs still experience considerable

obstacles when they have to take part in online learning. The visible problem is the problem of the behavior of students who cannot sit for a long time and are not accustomed to staring at the monitor for a long time, plus learning programs that are still equated with students in general. Besides, the problem of student adaptation is still a big obstacle because students usually study in class and are accompanied by a support teacher, now they have to be accompanied by their parents. Besides, the knowledge of parents in intervening with their children is lacking, thus increasing the backwardness of material for students with special needs in their learning. According to Law Number 20 of 2003 concerning the National Education System article 5 paragraph (1) and (2) which reads "Every citizen has the same right to obtain a quality education." Therefore, citizens with physical, emotional, mental, intellectual, and or social disabilities are entitled to special education. Based on this law, children with special needs deserve an education and are served specifically according to the needs of the child. Equipped with Law Number 8 of 2016 concerning Persons with Disabilities. However, the rights of children with disabilities have not been optimally fulfilled. This of course requires hard work done by the school and the parents themselves. Based on the results of the data previously described, so far students with special needs do not get the services that children should get from the school during online learning. Indeed, this is a new problem that is experienced by all people, including in terms of education. An explanation of the obstacles that occur in the case, as follows:

1. Students with special needs as a whole are not ready to take online learning

Based on the data obtained by researchers using the observation and interview methods that have been conducted, overall students with special needs are not ready to take part in online learning, this is influenced by the behavior of students who cannot focus or sit for a long time staring at the monitor or laptop screen, besides adaptation online learning is still not fully accessible to students so that new methods or adaptations are needed for them. According to Foreman

(2005, p. 118), there is seven development of teaching materials that can be carried out for an appropriate learning process including adapt existing materials, adopt alternative materials, create new materials, use a combination of adapting, adopting, and creating.

2. Parents of students

Parents of students with special needs cannot yet provide learning at home for their children in addition to the problems that occur with their children, it also occurs in families because of the lack of knowledge that the family has exacerbated by parents who are busy working so that students with special needs who study at home are not served optimally, making them not learn and lag behind learning materials. Based on the results of interviews conducted by researchers, some parents have tried to do their learning at home to their children, however, students do not want to learn or do not want to be taught by their parents. This goes back to the problem of adapting student learning, usually, students feel learning in the classroom only so that, for them, learning can only be done in the classroom. Facing this problem, there is a need for innovation in learning strategies that are given to students with special needs. In this case, online-based learning cannot be done by students, so there is a need for creativity by encouraging and strengthening family-based interventions at home, so there is a need to transfer teaching knowledge by teachers to parents, but with this pandemic era, the effort to transfer knowledge must be done online to people. parents of students.

3. Program innovation from schools by strengthening family-based interventions using teaching materials

In the form of videos Family-based intervention is an effort made by all family members to implement programs for children with special needs in realizing child development. Based on this, all family members must be able to provide learning to children with special needs that have been programmed by the school. In this case, the learning program in question is a teaching material that is given by the school to all family members to be taught back to children with special needs. This collaboration is very

important in the midst of the current pandemic situation, the learning process and development experienced by children must always be reported by the family to the school.

4. The development of children and all family members after implementing family-based interventions.

Based on the results of the interventions carried out by all family members to children with special needs regarding learning materials or programs that have been carried out in six meetings, it turns out that the children can participate in learning at home well. However, according to some parents' admissions, at first, the child's adaptation is still not able to follow properly, but when parents follow the strategies and systematic teachings that have been taught in the video, parents begin to do structured learning, especially conditioning the child to be ready to learn and use media available at home, the most important thing in family intervention is to do a good approach and give the child a sense of comfort so that the child can understand and follow the process that will be carried out together. Not only students who experience changes but all family members also understand how the right strategies and methods can be used by the family to intervene with children. Based on the results of this study, family-based intervention is very appropriate and suitable to be applied to children with special needs in carrying out learning at home with a program that is tailored to the curriculum from the school.

## CONCLUSION

Based on the results of the explanation above, it can be concluded that during the current pandemic, the right online-based learning program for students with special needs who go to school in inclusive schools, the right method is to implement family-based interventions. In this case, the program is designed by the school and the teaching material given must be by the needs of the students, then the program is made for parents to be applied by parents to students. The material is expected to be in the form of teaching videos so that they are easily understood and understood by parents. Furthermore, a collaborative attitude is needed in the application of this method, conveying the difficulties and developments that have been achieved by students, must always be conveyed by the family to the school, so that existing problems can be resolved together. Besides, the school must always implement a coordination pattern to always pay attention to the programs that have been given, whether they are run or not by the families of students. By implementing good cooperation during a pandemic, students with special needs can still learn well, just like the results obtained when studying at school.

## ACKNOWLEDGMENTS

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