

## Research Article

# The Influence of Peer Social Support to Student with Special Needs Learning Support Through Social Value by Audiovisual Media in Elementary Schools Inclusion

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## Abstract

This study Aimed to Determine the effect of the value of social support learning through audio-visual media to peer social support in the Student with Special Needs in Elementary School Inclusion. The research used quasi-experimental design with one group pretest-posttest design. Participants in this study were students in one elementary school inclusion of Malang grade 3, 4 and 5. The research instrument used the scale of social support peers referring to Sarafino and Smith (2011) and valued social support learning through audio-visual media that is social video support. Data analysis using IBM SPSS 23.0 statistics software with t-test using paired sample t-test. Finding Value Showed that social support learning through video effects to peer social support in Student with Special Needs in Elementary School Inclusion, with the significance of 0.001 (P <0.05).

Keywords: Peer Social Support, Audio-Visual Media, Elementary School Inclusion

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## Introduction

National Population and Family Planning Agency (BKKBN) noted that the issue of caring for children with special needs (ABK) in Indonesia is still low (Anna, 2014). Children with Special Needs (ABK) often experience psychological problems as a response to the limitations of her environment (Pratiwi, 2015). Therefore it is necessary to create a positive environment through social support because when someone gets social support, he will feel that they are appreciated and cherished as well as being part of that environment (Hassan and Hand, 2014).

The closest people to children when they are at school are peers and teachers. Because children will be spending time with peers (Scruggs and Mastropieri in Hasan and Hand, 2014), peer groups are groups of children with age, class and motivation associate the same or almost the same (in Rokhmatika and Darminto Willis, 2013). The role of peers in inclusive education can be either positive or negative influence. The positive impact as giving support to children with special needs to withstand stress or problems that it faces (Sarafino and Smith, 2011). While the negative impact of peers such as the behaviour of regular students who let students play their crew, mock them and do not want to learn together when they are in a group with students with special needs (Women in Ahadiyah, 2015). Based on observations conducted by researchers at one of the elementary school's Inclusion in Malang February 13 until February 15, 2017, shows that there are peers who let a friend

with special needs to play and eat alone in the classroom, do not invite them to play, and they mock them.

Based on the problems of peers who still do not provide social support to crews in elementary school inclusion, then it should be given to learning about social support for regular students. According to Bandura (Feist & Feist, 2011), when someone does the learning process, it will be a lot of attitude and ability to learn through observation. Learning through observation is considered more efficient than direct experience, also supported because more children do model through observation than adults. Therefore, audiovisual media suitable as a learning medium for learning through observation. The reason is that according to Utami and Julianto (2013) audiovisual media involving elements of auditory (hearing) and visual (seeing) that can support the process of observation,

Auliyah and Flurentin (2016), revealed that the audiovisual media in the form of the film useful for improving empathy. Besides, empathy is a factor that encourages a person to perform social support (Myers in Maslihah, 2011) and is also part of the social support that emotional support. In a previous study conducted by Utami and Julianto (2013) on the subject of elementary school students, learning through audiovisual media can be useful to improve students' understanding of the concept, because before students showed low interest in learning. Then when given the learning with audiovisual media, audiovisual material in the attractiveness of the display can increase motivation and interest as well as taking care of students to focus that is material,

Saberan (2012) states that the audio-visual media is a set of tools that can display moving images and sounds that are used as a learning tool in conveying the message, knowledge, ideas and learning materials. In this study, researchers used audiovisual media such as video. Audiovisual media is a media that can attract the attention of the child is the audio-visual media (Haryoko, 2009). When the learning process takes place, it is essential to provide an attractive media for learning useful and conducive (Trisnadewi et al., 2014). The learning process is a process of communication, the process of delivering messages from a particular source of the message through the media to the recipient of the message, so we can say that this form of communication will not run without the help of a means to convey a message.

When students display audiovisual media such as video, children are expected to receive the messages to be conveyed, but it also will come to the process of watching and imitating scenes shown in the video because children are also more to copy what he had observed (modelling) than adults. This is consistent with the theory of Bandura (Feist & Feist, 2011), the process of observing or observation and imitating or modelling the behaviour and attitudes of others as a model of action learning.

## **Method**

### **Research design**

The method used in this study is quasi-experimental research. A quasi-experimental study was not done randomization to investigate causal relationships. The study design used is one group pretest-posttest design (Seniati, Yulianto and Setiadi, 2015).

### **Participants**

Participants of this study were 36 children from grade 3, 4 and 5. Student of elementary school inclusion in Malang.

### **Research Instruments**

#### **1. Social Support Scale**

The research instrument used consisted of a scale that scales social support. The scale model used in this study is the Likert scale models. Data were obtained from research instruments using

social support scale created by the researchers based on the theory Sarafino & Smith (2011). This measurement is done by collecting a score of social support scale results in participants experiment before (pre-test) and after (post-test) treatment of audiovisual media such as video.

## **2. Learning Module via audiovisual media In Elementary Students**

Learning Module via media audiovisual At this elementary school, students will be a reference in the implementation of the experiment. Inside the module, there is a text of a story and the story in the video that contains four aspects of social support according to Sarafino & Smith (2011) as well as during experiments conducted implementation procedure.

## **3. Audiovisual media such as Video**

Audiovisual media used was in the form of video. The video creation process is based on the theory exposure belongs to message code. The Elaboration Likelihood Model (ELM) owned by Cacioppo and Petty (1986). The concept, in theory, is about how a person processes the message that will change the behaviour of the audiovisual individual. Media had thought to bring a message of learning (Saberan, 2012).

## **4. Manipulation Check**

Manipulation check will serve as a reference if exposure to social support through audiovisual media give effect to peer social support to children with special needs.

## **Testing Instrument**

### **1. Social Support Scale**

Validation test used in this research that the validity of the content, through expert judgment is professor of psychology and elementary school students, in the form of social support scale. There are ratings for expert judgment several components psychology lecturer.

### **2. Learning through audiovisual media in the form of a film script**

To determine whether the text of a story already contained exposure to social support, has done by expert judgment. Expert judgment for the validation text of a story is a psychology professor.

### **3. Audiovisual media used**

Measurement validation is the validation of video content. Expert judgment on the validation of the video is a psychology professor. Several components of the assessment are the clarity of images, music and sound in the videos.

## **Discrimination items**

Based on the results trial on social support scale, of a total of 20 items tested on April 11, 2017, five items had a correlation coefficient of under 0.25 so declared invalid or void. So it is not used in the study. While 15 other items have a correlation coefficient greater than 0.25, that is valid and can be used in research.

## **Reliability**

Mechanical social support scale reliability test using Cronbach's alpha coefficient, Cronbach Alpha coefficients obtained amounted to 0.826, where the coefficient of more than 0.6. It can be concluded that the research instrument that is the scale of social support has been unreliable.

## **Pilot study**

The pilot study aims to minimize the errors that occur when the treatment given to the participants. In addition to ensuring that the manipulation is given effective enough to induce the expected conditions. The pilot study conducted at the research instrument, the experimenter and experimental research module. Implementation of the pilot study on 6 May 2017 at 07.30 is in one of

the Islamic SD Inclusion Malang. Participants who followed this pilot study of 10 children. Implementation of this pilot study lasted for 60 minutes.

### Data analysis

The data obtained were processed using IBM software SPSS 23.0 statistics. In addition to t-test was done using a paired-sample t-test with comparing scores before and after audio-visual media such as video, with a significance level of 5% or 0.05. If the value of significance ( $p < 0.05$ )  $H_0$  is rejected, while ( $p > 0.05$ ) instead. To interpret and analyze the results will be analyzed based on the theory related to the discussion of peer social support on Children with Special Needs in Primary Schools.

## Result and Discussion

This study aims to determine the effect of teaching the values of social support through audiovisual media to increase social support peers who do SDN Inclusion Malang. Participants of this study were 36 children from grade 3, 4 and 5. The results of hypothesis testing in this study using t-test paired sample t-test between pretest and posttest ( $p < 0.001$ ). This indicates that there is an influence on learning through audiovisual media social support peers in children with Special Needs in Primary Schools Inklusi. Average results before being given learning through audiovisual media in the form of a video of 36 children are 35.75 after given learning through audiovisual media, in the form of a video of 36 children at 39.25. Increase in the average of 35, 75 to 39.25 between before and after. Such increase shows that there is an influence of increased knowledge of participants about exposure to social support between before given social support given exposure through audiovisual media such as video.

Based on the hypothesis test were performed using paired t-test is the method of paired sample t-test, which is used to compare scores before and after the audiovisual media in the form of different test video. Hasil analysis techniques paired-sample t-test show  $p < 0.001$ . It can be concluded that there is evidence to reject the null hypothesis ( $H_0$ ), and the alternative hypothesis ( $H_a$ ) is accepted. This means that there are significant learning through audiovisual media towards social support peers.

Results were consistent with prior research conducted Utami and Julianto (2013) state that audiovisual media can improve the understanding of the concept of students in primary school. Audiovisual media is a tool that is used in a learning situation to help the writing and the spoken word in transmitting knowledge, attitudes, and ideas (Sofiyanti and Ismanto, 2015). Research oleh Auliyah, A and Flurentin, E (2016) also support the effective use of audiovisual media in presenting the information. Auliyah research results, A and Flurentin, E (2016) explains that the film contains elements empathy with effective use of audiovisual media to increase student empathy while empathy is an essential factor that drives a person to perform social support.

Johnson & Johnson (Adicoro and Purnamasari, 2011) states that social support can come from people who are close to the people who need help, such as in a school environment that is teacher and peers. Mccording Cohen, Wills & Cutrona (Purba, Yulianto, Widyanti 2007) has social support will help individuals to reduce stress need by fulfilling friendships and social contacts with another example of peers,

While in school, more children together with their peers, so that social support from peers make children with special needs to feel safe and comfortable and make them into a more positive personal. Due to the positive environment of peers would make children become a positive person (Hilman in Ahadiyah, 2015). Then the regular students in elementary school inclusion (peers), should be given learning through audiovisual media in order to assist the crew by providing support for research social. Hasan and Hand (2014), declared a regular student role in providing social support and

acceptance of diversity ABK, communication with the crew, including the social skills to help the adjustment ABK.

## Conclusion

Giving positive support to children with special needs has contributed to the contribution that causes the child to be able to survive against the stress or problems faced. Impact negative and of peers like normal student behaviour that let ABK students play alone, mock them, and do not want to learn together when in a group with students with special needs. Findings suggest that value was learning through social support video effects of peer social support in students with special needs in elementary inclusion. The results of this study should be the attention of all parties, especially counsellors in the school to be the initiator in giving room for the development of students with special needs.

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