Development of Flipbook Learning Media for Prayer Guidance as a Tool for Behavior Management in Children with ASD

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Abstract

Children with autism are children who experience developmental disorders of brain function characterized by impairments in communication, social interaction, and behavior. The various impairments experienced by students with autism affect their understanding of the lessons taught. Therefore, media designed in an attractive manner is needed to make it easier for children with autism to understand lessons in accordance with their characteristics. The purpose of this study was to develop a flipbook learning medium for prayer guidance to manage the behavior of autistic children. The method used in this study was *Research and Development* using the ADDIE model. The product developed has been reviewed by subject matter experts and media experts, who have determined that the developed media is suitable for use by autistic children.

Keywords: Autistic Children, Educational Media, Flipbook.

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INTRODUCTION

Education is very important for all human beings because education is an effort to grow and become better (Sumantri & Pd, in (Fadillah et al., 2021). This is in line with the provisions stated in Article 31 Paragraph 1 of the Constitution. "Every citizen has the right to education." This statement reflects that everyone has the right to education, including children with special needs, namely children with autism. One category of children with special needs is children with autism. According to Power in Chandramogan Ramaiah & Mohd. ZGhani, autism is a neurological disorder that affects communication, social interaction, and learning abilities. Meanwhile, according to Sutandi, autistic children are children who experience severe developmental disorders that affect the way a person communicates and interacts with others. Thus, it can be concluded that autistic children are children who experience developmental disorders of the brain, characterized by difficulties in communication, social interaction, and behavior. In addition, children with autism also experience difficulties in concentrating and delays in academic areas (Wardhany et al., 2022).

The various challenges faced by children with autism can have an impact on the smooth running of the learning process in the classroom. Therefore, media that is suitable for the characteristics of children with autism is needed to facilitate understanding of classroom learning. On the other hand, Dasiningrum also 8 (Koto et al., 2023). This condition requires a different learning approach from other typical children, including in terms of religious learning. Learning media serves as an intermediary that supports teachers in delivering material to students so that the learning process is more optimal and learning objectives are achieved. This is in line with the opinion of Latuheru in Irjus Indrawan that the definition of media refers to something that conveys information (messages) between the source (message sender) to the recipient (message receiver) (Wardhany et al., 2022). The use of learning media is very important for children with special needs. Differences in physical, psychological,

intellectual, social, and emotional aspects experienced by children with special needs can affect their growth and development process, so they require services tailored to their individual needs. The use of
learning media that is appropriate and tailored to the needs of children with special needs will facilitate the learning process, as the material can be conveyed in a way that is easier to understand.

The obstacles experienced by autistic children can interfere with the smooth running of learning in the classroom. Therefore, media designed in a concrete and interesting way is needed to help autistic children understand lessons more easily. Due to its concrete nature, visual media can be applied in learning for autistic students. Arsyad states that realistic images or photos are clearer in conveying the essence of the problem than word-based media. Visual media plays a significant role in strengthening memory and facilitating understanding in learning, as it can create meaningful connections between lesson material and reality.

This study is based on the theoretical thinking described by Dasiningrum and Arsyad regarding behavior patterns and the implementation of visual-based instructional media for people with autism. The goal is to form positive behavior in the form of consistency in worship in Islam. In Islam, prayer is the second pillar of Islam that must be taught from an early age. However, the delivery of worship material, especially prayer guidance, is often verbal, which is not suitable for children with autism who tend to think visually and concretely.

As a comparison, previous research similar to this study was conducted by Nalinda Esti Gutari, et al., entitled "Development of Flipbook Learning Media for Narrative Text Material for Fourth Grade Elementary School". The investigation applied the Research and Development (R&D) methodology with the ADDIE development framework. The findings from the study indicate that the flipbook learning instrument has an adequate level of suitability and validity to be implemented in a superior learning context. The validity evaluation from the perspective of flipbook learning media experts obtained 90%, the expert validity test obtained 95.45%, and the individual trial obtained 92%. Thus, this flipbook media is very suitable for use in elementary schools in Indonesian language learning of narrative text material.

METHOD

The method used in this study was research and development, often referred to as R&D, which aimed to develop a product in the form of a flipbook guide to prayer to train autistic children to perform their prayers correctly. The ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation, was used as the framework for this research. This is because it is systematic and flexible for developing media for behavior management children with autism. The following presents a diagram of the ADDIE model in the process of development.
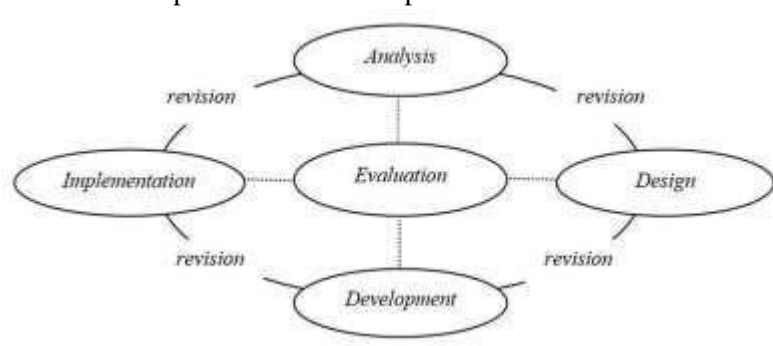

Figure 1.ADDIE Development Model

This study used an R&D method with a quantitative descriptive approach, and data was obtained through expert validation. In this study, the validation process was carried out by two validators, who were experts in their fields, to provide suggestions, input, and improvements to the product that had been produced. Subject matter experts were the first to carry out the validation process to see whether the material used in the learning media was

in line with the desired learning outcomes. The second validation was carried out by media experts to assess whether the flipbook produced was able to attract the attention of students and stimulate their interest.

The data management technique used in this study was applied to the validation sheet, including media validation and material validation by calculating the score for each indicator aspect, which was then analyzed to draw conclusions regarding the suitability of the flipbook media for teaching autistic children how to pray.

RESULTS AND DISCUSSION

The product developed does not have to be in the form of objects or hardware, such as books, stationery, and others, but can be developed in the form of software or what is commonly called technology-based digital media.

Development in this study was carried out using the ADDIE model as the basis for its implementation. This development research was conducted on a limited basis only up to the development stage. After conducting a review of previous research, the developers then developed flipbook media to help autistic children understand prayer guidance. This media is designed to support the behavior management of autistic children through a concrete and attractive visual approach in accordance with their learning characteristics.

The process of creating flipbook media began with the first step, which was to make sketches or initial concepts to be included in the *flipbook.* Second, the design stage was adjusted to the material to be included in *the flipbook.* Third, the animation was adjusted to the prayer guidance material. Fourth, the prayer guidance material was inserted into the adjusted design. Fourth, save the media that has been created in the Canva application in pdf format. Fifth, insert the pdf *file* through the htm5 website so that it can be used in its entirety in *flipbook* form.

After the flipbook media has been created and developed, the next step is to validate the media with subject matter experts and media experts. Subject matter experts play a role in assessing the material contained in *the flipbook* that has been created. Meanwhile, media experts play a role in assessing the suitability of the media and its relevance to the target audience. It should be noted that in creating learning media, it is important to clearly state the learning objectives in the media. This is so that everyone who uses the media can fully understand the developer's intention in creating the learning media.

Clear objectives must also be tailored to the media to be used. This will encourage the achievement of learning objectives for the development of autistic children's knowledge. In addition, the material to be conveyed must be appropriate to the needs and characteristics of the children. Thus, the media, material, and learning objectives can work together to develop the behavioral skills of autistic children in their daily lives.

The assessment of material experts and media experts is carried out using the following assessment system:

1: Not Valid

2: Valid

3: Valid

4: Highly Valid

Table 1. Results of Validation by Subject Matter Expert & Media Experts

No	Test Subject	Results	Percentage of Results	Description
1.	Subject Matter Expert	Highly Valid: 4 Valid: 2	$\frac{18}{20} \times 100 = 90\%$	Suitable for use with improvements

2.	Media Expert	Very Valid: 6 Valid: 1	$\frac{30}{32} \times 100 = 93.75\%$	Suitable for use with improvements

Referring to the table above, it can be concluded that the assessment of the flipbook media was carried out by subject matter experts and media experts with an overall rating of suitable for use with improvements. At the media expert testing stage, there were several inputs that will be used to improve further development.

Based on the above results, subject matter experts decided that the developed media is suitable for use by children with autism with some improvements. It should be noted that in the creation of learning media, it is important to clearly state the learning objectives in the media. This is so that everyone who uses the media can fully understand the developer's intention in creating the learning media.

Clear objectives must also be tailored to the media to be used. This will encourage the achievement of learning objectives for the development of autistic children's knowledge. In addition, the material to be conveyed must be appropriate to the needs and characteristics of the children. Thus, the media, material, and learning objectives can work together to develop the behavioral skills of autistic children in their daily lives. The following are the final results of the development of the flipbook learning media:

Figure 2. Cover Page

Figure 3. Flipbook Pages 2 and 3

Figure 4. Flipbook Pages 4 and 5
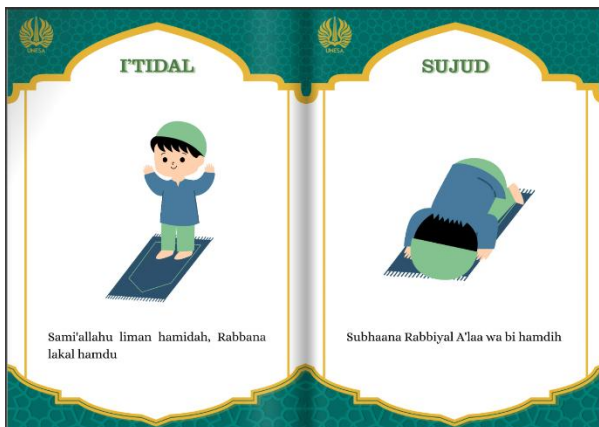

Figure 5. Flipbook Pages 6 and 7

Figure 6. Flipbook Pages 8 and 9

Figure 7. Flipbook Pages 10 and 11

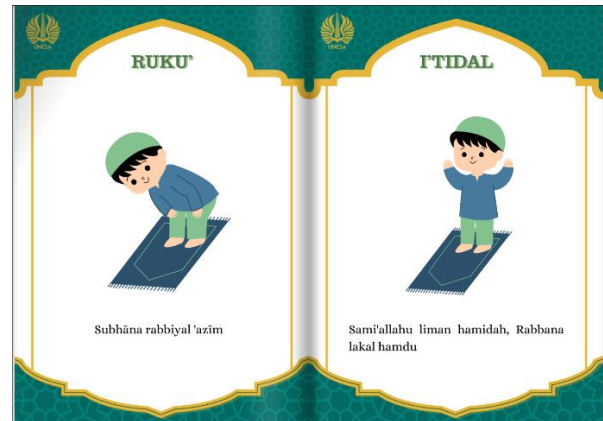Figure 8 Flipbook Pages 12 and 13

Figure 9. Flipbook Pages 14 and 15
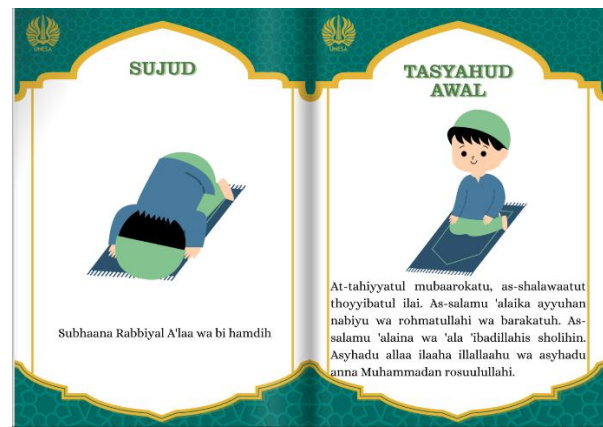

Figure 10. Flipbook Pages 16 and 17

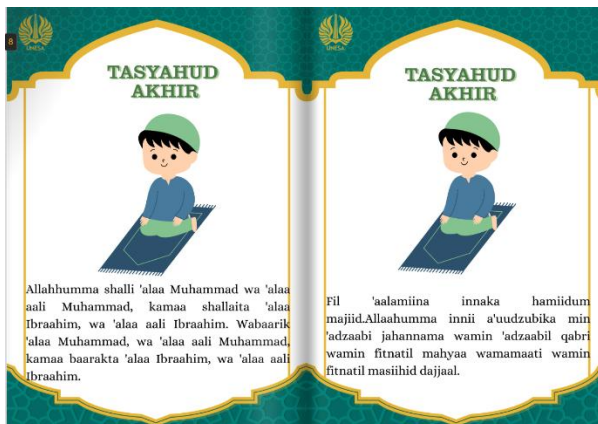Figure 11. Flipbook Pages 18 and 19

Figure 12. Flipbook Pages 20 and 21

Figure 13. Flipbook Pages 22 and 23

Figure 14. Flipbook Pages 24 and 25

CONCLUSION

Learning media is an important aspect that must be considered in providing learning to each student, especially students with special needs in schools. This is because learning media serves as an intermediary in conveying information from teachers to students so that students have a new way of capturing information or material that has been conveyed by teachers and, with this, it is also hoped that it can motivate students to learn.

Learning media must also be tailored to the priority needs and characteristics of each student so that the information to be conveyed can be communicated and received well by each student. This aspect is particularly important in inclusive education, where each child has a unique way of learning. This includes children with autism, who require a clearer and more repetitive visual and structural approach so that they are able to grasp and imitate the expected behavior.

Flipbooks for teaching prayer to children with autism have been proven to be effective in developing behavioral skills in students with autism. This medium presents the steps of worship visually, clearly, and systematically, making it easier for children to understand the sequence of movements and the recitations that must be said. In addition to helping children with autism understand the concept of prayer, research on the development of this *flipbook* media also shows that it develops behavioral skills, such as focus, independence, and consistency in carrying out routines.

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AUTHORS CONTRIBUTIONS

Lina Nur Aili, Endang Puspita, Cindy Aulia Gultom: Abstract, Introduction and Method, Results, Discussion, Implications, and Conclusion.

DECLARATION OF COMPETING INTEREST

The authors declare no known financial conflicts of interest or personal relationships that could have influenced the work reported in this manuscript.

DECLARATION OF ETHICS
The author conducted this research with a commitment to comply with the principles of writing and existing ethics. The author is also determined not to plagiarize any existing work.

DECLARATION OF ASSISTIVE TECHNOLOGIES IN THE WRITING PROCESS
In writing this research, of course the author needs technology to help find data, but the author is sure not to use technology excessively and uses it as needed

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