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The Interactive Video Models in Developing Toilet Training Skills for Elementary Students

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Abstrak

Saat ini konten pembelajaran yang lebih nyata dan mudah difahami oleh murid adalah belajar dengan menggunakan sebuah media. Adapun tujuan penelitian ini dilakukan adalah untuk mengutamakan kebutuhan yang mengacu pada tingkat standar pencapaian berupa stimulasi atau keterampilan siswa SD dalam pembiasaan toilet training dengan menggunakan etika yang benar. Metode yang digunakan adalah metode kerja inovatif. Peneliti mengundang 10 siswa untuk diuji melalui wawancara yang berisi 10 pertanyaan tentang aspek keterampilan toilet training. Berdasarkan hasil penilaian wawancara dan uji coba praktek pada video toilet training terdapat hasil yang sangat memuaskan yaitu 90% siswa dinyatakan sangat baik dan selebihnya dinyatakan baik, sehingga dapat disimpulkan bahwa pembelajaran dengan menggunakan video media layak digunakan atau diujicobakan pada siswa. Penelitian inovatif ini menghasilkan produk berupa video CD interaktif berjudul "Adab Toilet Training". Video ini menjelaskan tahapan penggunaan toilet saat ingin buang air besar. Video ini disertai suara dan warna yang menarik serta suara yang mengajak anak untuk berinteraksi secara langsung agar anak dapat lebih fokus dan mudah memahami isi video tersebut.

Kata Kunci: Toilet Training, video interaktif, keterampilan menolong diri sendiri.

Abstract

Currently, learning content that is more tangible and easily understood by the students is learning by using media. The purpose of this research is to prioritize the needs that refer to the level of achievement standards in the form of stimulation or skills of elementary school students in toilet training habituation with correct ethics. The method used is an innovative working method. The researcher invited 10 students to be tested through interviews containing 10 questions about aspects of toilet training skills. Based on the results of interview assessments and practice trials on toilet training videos, there are very satisfactory results, namely, 90% of students are declared very good and some students are good, so it can be concluded that learning by using video media is feasible to be used or tested on students. This innovative research resulted in a product in the form of an interactive video CD entitled "Adab Toilet Training". This video explains the stages of using the toilet when you want to defecate. This video is accompanied by interesting sounds and colors as well as sounds that invite children to interact directly so that children can focus more and easily understand the contents of the video.

Keywords: Toilet Training, interactive video, self-help skills.

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INTRODUCTION

In early childhood, the process of growth and development in various aspects is experiencing a rapid period in the span of development of human life. According to Conscience, the learning process as a form of treatment given to children must pay attention to the characteristics possessed by each stage of child development. Childhood is a time when such a process of growth and development in various aspects is at its most rapid in the span of human existence. According to Conscience, the learning process as a type of child treatment must anticipate the attributes that each stage of child development contains. According to Rahman (2009) at an early age, children develop to be able to optimize their abilities. The growth and development of children are accompanied by characteristics that include motor aspects, cognitive aspects, socio-emotional aspects, and language aspects. Agreed by Agustini & Ngarti (2020) that learning videos have a positive impact on students' learning activities such as material demonstrations, motivation, tutorials, and effectiveness time. At this time it is important to give the right stimulation to children to optimize their growth and development. This period of basic growth will influence the growth of children in the future. Life skills are positive and adaptive behavioral abilities that support a person in effectively coping with the demands and challenges of his life. Life skills in five groups, namely: (1) self-awareness or self-awareness or personal skills, (2) social skills, (3) thinking skills, (4) academic skills, and (5) vocational skills/self-help skills in which there are skills toilet training according to (WHO, 1994). It is very important to teach life skills in early childhood, one of which is self-help skills.

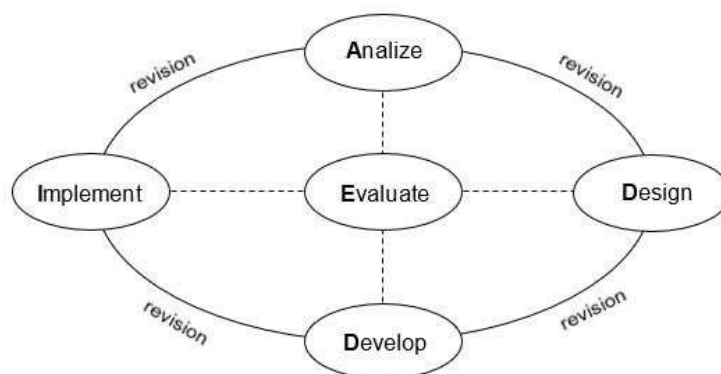
The ability to help oneself is important to be taught from an early age so that children grow up to be independent, disciplined, responsible, and caring individuals for themselves and the environment. When teaching self-help skills, children need guidance from the adults around them. In daily habituation activities, children will get used to doing activities in their way. Parenting is not only about what a mother should do and how to be a good mother in caring for children. Likewise in schools, teachers do not only teach reading, arithmetic, and writing learning materials, at school they also have to discuss how to educate children by introducing and teaching toilet training. Toilet training is defined as a way for parents or teachers to train children in introducing defecation so that they defecate in the proper place. In addition, toilet training does not only introduce how to use the toilet but also includes how to clean oneself after defecating. Learning activities for elementary school students that focus on learning to read, count, and write but have not paid attention to the stimulus for toilet training. The above shows that elementary school students should already know the steps of toilet training (toilet training) well.

Along with the times, learning toilet training using interactive videos can be an option so that children are more interested and children are more focused on carrying out toilet training lessons. Learning media is one thing that plays an important role to support the achievement of learning objectives. The use of media in learning can present learning material that is more concrete and easily understood by students and is more interesting. Putri & Dewi (2020) said that the material presented in the video can be understood and makes students interested in learning videos. Interactive videos display moving images accompanied by sound and there is an element of dialogue that invites students or the audience to participate in direct interaction. This is very relevant to previous research (Nuritha & Tsurayya, 2021) that using video for learning media that can improve student learning independence. Therefore, with the problems found and supported by previous research using media in the form of video, it can provide solutions to the difficulties and problems found in the field. Improve toilet training skills through interactive videos for elementary school students to be able to perform toilet training etiquette with the correct steps and also be able to clean themselves after defecating rice and urinating.

METHOD

The method used in this research is an innovative work method. This work is based on the innovation of researchers based on media needs for elementary students in the form of interactive videos by following the stages of media development. These stages are the stage of designing a product so that the resulting product can be used effectively. The development procedure is carried out using the ADDIE model. The ADDIE development model was chosen because it has advantages compared to other types of models. This development model prioritizes needs that refer to the level of achievement standards. In detail, the ADDIE model provides direction regarding the stages of product development in accordance with predetermined needs and designs, so that the resulting product becomes a solution to the problems encountered. The ADDIE development model can be applied in various product developments. The structure of the stages is systematic and general, making it easy to understand. This model is very comprehensive to produce an effective product. This work is based on the innovation of researchers based on media needs for children at an early age in the form of interactive videos by following the stages of media development of the ADDIE model (Analysis-Design-Develop-Implement-Evaluate) (Pribadi, 2016).

It can be concluded that the ADDIE development model is the right model to be used as a research guide for the development of interactive video media. The ADDIE development model is designed with the steps according to its name, namely: (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation based on (Muruganantam, 2015). The design of the ADDIE development model is as follows:



Sumber: *The ADDIE Concept, Robert Maribe Branch*

Figure 1. ADDIE Development Model

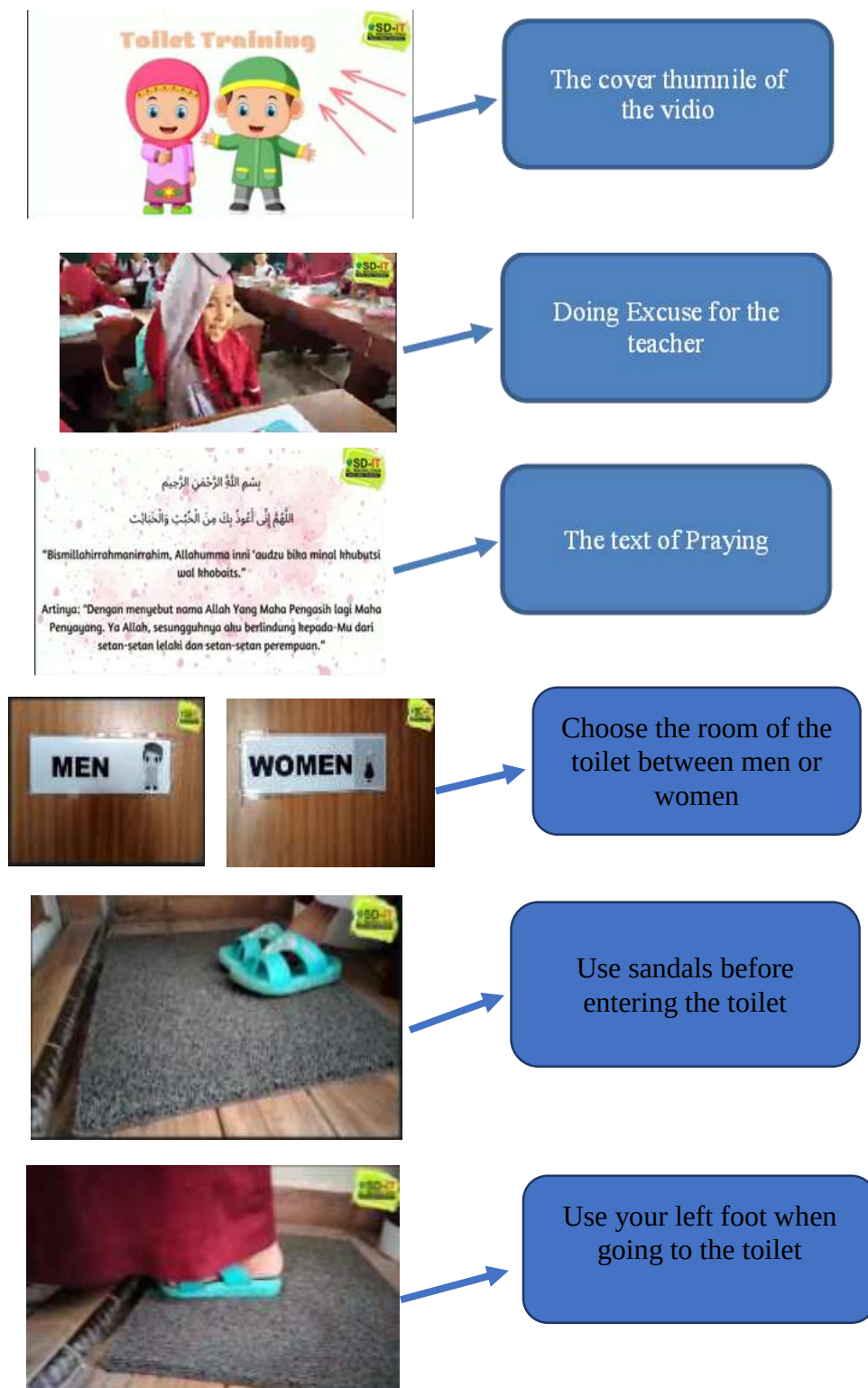
The ADDIE development model shows a research process that shows the research subjects who are students of an integrated Islamic elementary school located in Klambir 5. The procedure for using interactive video media is as follows:

1. Prepare laptop, projector, LCD, and sound.
2. Arrange student seats, so that they are comfortable and the media can be seen properly.
3. Motivate children to want to watch interactive videos.
4. Make an agreement with students about the rules when watching interactive videos
5. Show interactive videos.
6. Ask the child again about what is obtained in the interactive video that is displayed.

This stage is the next stage of the previous design stage. At this development stage, all designs have been more mature. This development step includes developing an interactive video in which there are steps for toilet training and there is a dialogue that invites children to interact so that children can be more focused and easy to understand the stages of toilet training.

RESULT AND DISCUSSION

The following picture explains the stages of the contents of the Adab of Toilet Training video:





Praying before entering
the toilet



Don't forget to lock the
door



Watering the closet



Praying after taking a
pee



Use the right foot when
you go out of the toilet



Close the door after taking a
pee

These pictures are steps from the video “Adab Toilet Training” which the students must practice every day. Based on the results of the analysis above, children need an attractive media and able to stimulate toilet training abilities of elementary school students, using this interactive video is an innovation in early childhood learning, especially in life skills material with the theme of toilet training, according to the theory developed

that, interactive video is a moving image that is accompanied by sound. As non-printed teaching materials, interactive video learning media is rich in information and straightforward to be used in learning programs, because it can reach students directly. The ADDIE development model has the following advantages: always prioritizes a need and refers to the level to be achieved in developing a specific product (Nurfuati, 2020).

The researcher placed the laptop on the table and then prepared a projector behind the child and a white banner pasted in front of the child. Children sit down facing forward together to watch an interactive video about toilet training. The researcher started the trial by introducing the name of the researcher to the students and asking all students for their identity: students' names and class. When the researcher played the video, the children were very excited to answer the questions in the video based on Agustina et al., (2022). Furthermore, after the children finished watching the interactive video "Adab Of Toilet training", the researcher invited the children to be tested through interviews which contained 10 questions about aspects of toilet training skills. The results of interviews and one-on-one practice trials show that children already know the steps of toilet training, including students who can practice according to the order in what is shown in the video. Some children have memorized and read the prayer before entering the bathroom. Initial product developed based on the first ADDIE stage, environmental literacy analysis, characteristic analysis, and media analysis and their use, the results of the analysis are described as follows:

1. Environmental Analysis

Environmental analysis is defined as the capacity to understand environmental conditions and take appropriate action to maintain, restore and improve conditions (Karimzadegan & Meiboudia, 2012). Environmental literacy has been considered the most important component of environmental education (Saribas et al., 2014). That's because the environment is the goal of environmental education (Szczytko et al., 2019). The environment for elementary school students in Klambir 5 is quite good but it would be nice if this condition is balanced with the use of animated learning video media in the form of toilet training to keep the toilet environment clean and follow Islamic teachings this can create a pleasant atmosphere so that environment owned by students is developing well and is always applied in everyday life.

2. Analysis of Student Characteristics

Based on the results of observations made by researchers at elementary schools in Klambir 5, it can be concluded that some of the characteristics of grade 1, grade 2, and grade 3 students are that students have the character of liking playing; students have great curiosity and have different habits in their respective home environments. Most elementary school students in Klambir 5 also have characteristics in learning who are very active, therefore the help of a video tool in transferring information given by the teacher can support the creation of a learning atmosphere or acceptance of information with fun. In addition, the environment of elementary school students in Klambir 5 is classified as good but it would be nice if these conditions were balanced with the use of toilet training learning video media that can create a pleasant atmosphere so that what is expected of students can be owned by students can develop well and always applied in everyday life.

3. Utilization Media Analysis

At this stage, the researcher analyzes the state of the media and its use in use in learning activities. Media used in activities very competent learning is by using a laptop, projector, standing banner, mic, and sound system so that students can enjoy the lessons given by the teacher about toilet training. After conducting the analysis stage, the next stage is the stage of conducting trials. At the trial or observation stage What the researcher did was to do or find out if any changes occurred after elementary school students in Klambir 5 were given toilet training lessons by interviewing several students by asking them questions and asking them to practice them in the order that has been summarized into the video. The video is expected to affect increasing understanding (Aysolmaz & Reijers, 2021). Toilet training videos that have been designed and carried out in the development stage. The interview and practice trial consisted of how the sequence was when doing defecation, whether there

was a difference from the previous defecation method, and notes in the form of what was most interesting when doing the practice. Following are the results of the interview and the results of the toilet training practice trial which can be seen in Table 1.

Table 1
The results of interview and toilet training practice

No	Initials Name	Q1			Q2			Q3			Q4			Q5			Q6			Q7			Q8			Q9			Q10		
		G	NG	VG	G	NG	VG	G	NG	VG	G	NG	VG	G	NG	VG	G	NG	VG	G	NG	VG	G	NG	VG	C	Ng	Vy	G	NG	VG
1	ADA			✓	✓			✓			✓			✓			✓			✓	✓						✓	✓			
2	NFN			✓	✓			✓			✓			✓			✓			✓	✓						✓	✓			
3	KAZ			✓	✓			✓			✓			✓			✓			✓	✓						✓	✓			
4	KAI			✓	✓			✓			✓			✓			✓			✓	✓						✓	✓			
5	MVA	✓					✓	✓			✓	✓		✓			✓			✓	✓						✓	✓			
6	IRT	✓					✓	✓			✓	✓		✓			✓			✓	✓					✓			✓		
7	MZP			✓			✓	✓			✓	✓		✓			✓			✓	✓					✓			✓		
8	QAS			✓			✓	✓			✓			✓			✓			✓	✓					✓			✓		
9	BCP			✓			✓	✓			✓			✓			✓			✓	✓					✓					✓
10	MRY			✓	✓			✓			✓			✓			✓			✓	✓					✓					✓

Based on the results of the interview assessment and practice trials on the toilet training video, it was obtained very satisfactory results, namely, 90% of students were declared very good and 5 students were declared good, so it can be concluded that learning by using video media is feasible used or tested on students. This is also in line with the results of research conducted by Isti et al., (2020) which shows the level of validity that has been carried out by validators that animated video media is suitable for use in learning media in schools. Based on this toilet training video will be shared with all parents so that this learning continues in their homes.

Learning activities begin by doing apperception activities, motivating students, and informing students that they are going to do a product trial. In the implementation stage, students were given a response questionnaire to display a toilet training video and played using a laptop. Before the video screening, students were first asked to sit neatly and listen to directions and instructions from the researcher. The following is a picture before the video playback which can be seen in the image below.



The average results obtained by students did not get 100 because some of the students could not answer correctly. This research on developing toilet training videos is in line with previous studies. As for the research development of environmental learning videos on toilet training (Putri, 2018). The results of the study show that toilet training-based learning videos in a decent school environment are used in learning Islamic Religious Education. so that it can be used in the learning process. good media must have a good appearance interesting and fun so that it is easy to attract students' interest during the learning process (Adkhar, 2016). This means that this animated video media also directs students to be able to identify acquire new knowledge, and can conclude based on facts (Wulandari et al., 2019).

Toilet training is the process of training children to use the toilet independently for urination or defecation. The results of product trials conducted by each homeroom teacher at the school obtained the validation results, then the homeroom assessment percentage was obtained at 95%. This indicates that this interactive video media product can be said according to material experts to be very feasible. In the results of the one-to-one developer trial involving 10 elementary school students conducted on March 24, 2022, at the Klambir 5 Integrated Islamic school. The instrument is an interview with 10 questions and what practices are asked during the interview. This trial was conducted to determine the assessment of the knowledge of the material that has been given through interactive videos and to find out whether the child has been trained to perform toilet training steps by collecting 10 students in a class. Therefore, with the problems found and supported by previous research using media in the form of video, it can provide solutions to the difficulties and problems found in the field. Thus, teaching students cannot use videos alone. but after the learning is given, the educator or teacher must practice, and evaluate repeatedly so that students do not forget and can be applied in daily activities.

CONCLUSION

This innovative research work resulted in a product in an interactive video CD entitled "Adab of Toilet Training." This interactive toilet training video explains the stages of using the toilet when you want to defecate. This video uses animated images that move accompanied by sounds with attractive colors and sounds that invite children to interact directly so that children can focus more and easily understand the content of the video. By using the ADDIE development method, all stages of analysis, design, development, implementation, and evaluation can be applied to Toilet Training well, especially for elementary students.

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