**LEARNING FOR AUDIO MEDIA-BASED TOILET TRAINING**

**TUNANETRA STUDENTS**

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**Abstrak**: Pembelajaran *Toilet Training* berbantuan media audio siswa tunanetra di SDLB, ini bertujuan untuk mengetahui keefektifan media audio di SDLB dalam membelajarkan siswa tunanetra dalam hal *Toilet Training.* Penelitian ini menggunakan model penelitian dan pengembangan Borg and Gall yang terdiri atas sepuluh langkah, tetapi dalam penelitian yang dilakukan peneliti hanya mengadaptasi tujuh langkah, hal tersebut dikarenakan keterbatasan yang dihadapi oleh peneliti. Subjek penelitian ialah ahli materi I, ahli materi II, ahli media, dan siswa tunanetra.Teknik pengumpulan data dengan menggunakan wawancara, observasi, dan angket. Hasil penelitian dan pengembangan menunjukkan bahwa media audio sesuai, layak dan evektif untuk digunakan guru dalam membelajarkan *Toilet Training* siswa tunanetra.

**Kata kunci** : Toilet Training; media audio; tunanetra

**Abstract:** The purpose of this study is to investigate the effectiveness of using *Toilet Training* learning based on audio media on the learning process for blind students of SDLB. This research used research and development model by Borg and Gall that consists of ten steps. The author did seven out of ten steps because of the limitation that faced by researcher. The respondents of this study were material expert I, material expert II, media expert, and blind students. The data of the study was collected by interview, observation, and questionnaire. The finding of the research revealed that Toilet Training learning based on audio media is appropriate, feasible, and effective on learning process for blind students.

**Keywords** : Toilet Training; audio media; blind.

**PRELIMINARY**

Independence is indispensable in the sphere of life, not least for blind individuals. Especially independence in terms of Toilet Training. Therefore Toilet Training is considered an urgent matter so that it demands all individuals to be able to master it. Moreover, Toilet Training is included in ADL learning, Sudrajat and Rosida (2013) argue that ADL (Activity of Daily Living) is an exercise regarding daily activities from waking up to going to sleep again.

A person can be called visually impaired when that person has no sense of vision can function properly so as to complete tasks in daily life unlike individuals in general (Somantri: 2006).

With the malfunctioning of the visual sense of the blind the teacher and parents are more careful in choosing the right media to teach it, because the role of learning media has a major influence on success in the learning process. Audio media is a tool to deliver messages verbally and nonverbally in the form of audible symbols (Dariyati, et al., 2015) This media is considered to be in accordance with visual characteristics of the blind because the audio media is not equipped with images, but the audio media is only equipped with sound so that the sound that is raised can be accepted and understood by the blind. Besides the habit of blind people who often listen to lectures make the blind more sensitive when compared to individuals in general.

This is in line with the opinion of Efendi (2017) saying that the sharpness of the non-physical sensory function of individuals in visual impairment sometimes exceeds the individual in general. If people assume that blind individuals have a sixth sense, that is not true. Because it is difficult to prove. Toilet Training, stated by Klassen, et al. (Nurhasanah, 2017: 149-158) Toilet training is a quasiition of skills necessary for urinating and devating in a toilet et a socially acceptable time and age "meaning Toilet Training is an additional skill that is important for the practice of defecation and defecation, in the toilet according to time so that it can be socially acceptable.

In learning the use of toilets children with visual impairments need to recognize all the locations of objects in the toilet, so that they can do all activities on the toilet independently. Besides that, the syntax in Toilet Training and the function of all the objects that it encounters in the toilet are important things to know and memorize. That way individuals with visual impairments are no longer afraid to go to the toilet and parents and people around are not worried about seeing individuals with visual impairments when going to the toilet.

The mastery of ADL (Activity of Dailly Living) material especially Toilet Training for blind students in SDLB is still lacking, thus encouraging researchers to create a learning medium in accordance with conditions in the field. Based on the background above, the product to be developed is in the form of audio media. This product development aims to produce learning media for blind students so that the effectiveness of the product that has been developed can be known. The media is then packaged in a DVD so that it can be played with any type of player because the audio media developed were in MP3 format. Like the opinion of Sudjana and Rivai (2010) which includes audio media as learning media is a material which contains a message that can be used as additional knowledge, which is packaged on a tape or disk (DVD or cassette).

This developed audio media is presented in the form of daily conversations that can be easily understood by blind students. In audio media, learning is designed by adding a number of sound effects that match the original. It is intended that individuals with visual impairments can imagine the situation, conditions, and atmosphere that occurs in the audio media they hear.

**METHOD**

This research and development uses the Borg and Gall (1984) model, in the Gall model there are ten steps namely (1) research and information gathering, (2) planning, (3) product development, (4) initial trials, (5) refissions products, (6) field trials, (7) product field trials, (8) product operational tests, (9) product refissions, (10) implementation and dissemination.

In the research and development of Toilet Training audio media, the steps taken by the researchers did not reach the stage of dissemination and implementation due to time constraints faced by the researchers so that the researchers only adapted the seven steps.

Researchers used data collection techniques by distributing questionnaires, observations and interviews in the development of Toilet Training audio media.

1. Questionnaire

Sugiyono (2017) argues that what is meant by the questionnaire is a data collection technique by writing several questions whose purpose is to be answered by respondents. This study uses a non-test questionnaire, where the results of respondents' answers are used as input in consideration of product improvement. This questionnaire was aimed at validation experts in order to obtain data regarding the quality of developed Toilet Training audio media.

1. Observation

Observation is the basis of all science, observation is useful for observing the place and subject of research. This technique is used in Kedungkandang State SDLB, with subjects totaling three students who are total blind and when data collection is on location.

1. Interview

Interview is a data collection technique to find problems and matters relating to respondents, both respondents with a large number or respondents with a limited amount. (Sugiyono: 2017) states that interviews can be conducted in a structured or unstructured manner. This technique is aimed at grade III teachers at SDLB Negeri Kedungkandang Malang.

In order to develop Toilet Training audio media products that are developed appropriately and in accordance with the needs of students with visual impairments, a plan should be made, including the following:

1. Determine the design of media products to be produced From the observations made, it is possible to know what needs and problems are encountered in the field, so an RPM (audio media) is prepared.
2. Conduct product analysis by formulating materials related to ADL (Activity of Dailly Living) especially Toilet Training.
3. The correct toilet training sequence for the blind:
4. Prepare water, bucket / tub of water, and tissue.
5. Close the toilet door.
6. Opening pants or skirt and hanging on the place provided / hung on the toilet door.
7. Open the underwear and squat or sit according to the toilet model.
8. After the child has cleansed, clean the genitals. Put back the clothes that he had taken off.
9. Open the toilet door.
10. Make a material outline in order to make it easy to do the recording. This learning audio opens with the opening music then continues with the introduction of the narrator accompanied by a friendly greeting. Learning material is presented in daily conversation with additional sound effects that are original. Finally the audio is closed by the narrator.
11. Arrange audio scripts. From the audio scripts compiled, it was determined that the developed media was presented in daily conversation with three voices and 5 minutes 51 seconds of audio media.

# RESULTS

Before the product was developed by researchers, three blind students were found to have not dared to squat on the toilet independently, when entering the toilet the door was not locked, and some when flushing dirt was not right on the toilet hole. All of that can be learned and taught to blind students with audio media developed and then supported several times directly in the toilet practice.

The results achieved by students have been shown to increase between before students use audio media and after students use audio media in learning Toilet Training, through audio media the blind students get grades that exceed the KKM determined by the school. So blind students are considered complete in ADL learning, especially in terms of Toilet Training so that the media developed by researchers is considered appropriate for use in the learning process.

**DISCUSSION**

This research uses the type of development research, the results of this study are in the form of audio media. Some of the problems that the researchers made as the basis of the study were students having difficulty doing defecation and urinating independently.

The lack of media offered by teachers is also not balanced with the level of mastery of the material that must be achieved by individuals in practicing their independence. Therefore, researchers try to make learning media in the form of audio media related to Toilet Training. Previous research related to this research was conducted by Mariana (2013), Nurhasanah (2016), and Marganingsih (2008). Mariana's research entitled Toilet Training in Down Syndrome Children (Case study of Down Syndrome students at SLB C1 Widya Bhakti Semarang) produced findings about (1) the implementation of toilet training in children with Down syndrome and (2) the supporting and inhibiting factors for the success of toilet training in down children syndrome. Nurhasanah's research entitled Improving the Capability Capacity of Autistic Children Toilet Training Through Training Methods (Drill) at the Yogyakarta Autism Service Center produced findings on improving the ability to urinate through the practical method. Marganingsih Research (2008) produce findings (1) a description of mother's understanding and actual practice of toilet training, (2) a picture of understanding and real conditions that are felt to have or have influenced the course of toilet training, and (3) an overview of the understanding of mothers in Donoharjo Village of toilet training for development the child's personality and health dependents on the child.

Before the product being developed is tested, there are several steps that must be taken by researchers so that the product developed can be said to be appropriate, effective and appropriate for blind students. The formula used to process validation data:

Tse

V = -------- x 100% = ..... %

Tsh

Informasi:

V : Validation

Tse : Total total score by

validator subject

Tsh : Maximum total score in

aspects of subject assessment validator.

100% : Constants

(Akbar, 2017: 83)

In this study material expert 1 acted as a falidator to determine the feasibility of the contents of the material on the Toilet Training audio media. Based on the evaluation of material expert 1 and material expert 2, a score of 92.5% was obtained, referring to the qualification of decision-making score of 92.5% included in the criteria of eligibility is very appropriate and can be used without improvement.While the validation results from the media experts are as follows:

Media experts act as validators to determine the level of suitability or suitability of the product developed by researchers. Based on the results of media experts' validation, a score of 100%, a score of 100% included in the criteria is very feasible and can be used without any improvement. The media expert gave a pretty good comment, so the developed media did not need to be refined and the advice from the media expert was that in general the audio media could be continued at the research stage.

Constraints faced during the process of developing audio media products in the process of editing, audio integration and audio script preparation that is quite long. If the feasibility of the product being developed can be seen from the results of the validation provided by the experts, the effectiveness or absence of the developed audio media product can be seen from the results of the user test.

Table 1 test test audio media user Toilet Training blind students in SDLB Negeri Kedungkandang Malang as follows:

**Table 1. Aspect of Assessment**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Assessment Aspects** | **Class III students**  **Kedungkandang State SDLB Malang** | | | | | | | | |
| S-1 | | | S-2 | | | S-3 | | |
| 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | Towards the toilet without the help of others |  | 🗸 |  |  | 🗸 |  |  |  | 🗸 |
| 2 | Read the prayer to enter the toilet |  | 🗸 |  |  | 🗸 |  |  | 🗸 |  |
| 3 | Membuka pintu dan menutup pintu toilet |  | 🗸 |  |  | 🗸 |  |  |  | 🗸 |
| 4 | Open the door and close the toilet door |  |  | 🗸 |  | 🗸 |  |  | 🗸 |  |
| 5 | Place yourself properly in the toilet hole |  | 🗸 |  |  |  | 🗸 |  |  | 🗸 |
| 6 | Removing dirt in the toilet hole properly |  |  | 🗸 |  |  | 🗸 |  |  | 🗸 |
| 7 | Wash yourself after urinating and wash it with soap |  |  | 🗸 |  | 🗸 |  |  |  | 🗸 |
| 8 | Water and clean the toilet |  |  | 🗸 |  |  | 🗸 |  | 🗸 |  |
| 9 | Wear a skirt and back pants |  | 🗸 |  |  |  | 🗸 |  |  | 🗸 |
| 10 | Read the prayer out of the toilet |  | 🗸 |  |  |  | 🗸 |  |  | 🗸 |
| **Total** | | **80,0** | | | **80,3** | | | **90,0** | | |

Score score in table 1:

Score 3: Complete the task independently.

Score 2: Complete the task with a little guidance.

Score 1: Can not complete the task independently.

There are 3 names of children's initials that take the user test. From the user test test shows that S-1 scores 80.0 while the KKM determined by the

school is 70.0 so S-1 can be said to be complete in learning ADL (Toilet Training), S-2 and S-3 score as much as 80 , 3 and 90.0 so that S-2 and S-3 are also said to have been completed in the learning process.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

This research and development uses the Bork and Gall model. In the Bork and Gall model there are ten steps and researchers only adapt seven steps. That is because of the limitations faced by researchers.

In this research and development process there is a very important step, that step is validation.

The results obtained are audio media products that have been validated by experts. Toilet Training audio media products are feasible and effective for use in schools, this can be proven through data analysis as follows: (1) material experts 1 92.5% (very feasible), (2) material experts 2 92.5% ( very feasible), (3) media experts 100% (very feasible), and (4) the results of all student test user tests exceeds the KKM determined by SDLB Negeri Kedungkandang Malang, for blind students are 70.

Then it can be concluded that the test scores of each student's user tests are higher than the KKM scores.

The advantages of Toilet Training audio media include: (1) easy to operate, (2) the quality and content of audio media is adjusted to the conditions and needs of blind students, (3) does not require a long time in its use, (4) the language used in simple audio media. The shortcomings of the product being developed are that the contents of audio media are only limited to the procedure for defecation.

**Suggestion**

Suggestions for teachers are to be able to use the audio media for learning ADL (Toilet Training), and advice for students that is that blind students learn more actively so that independence can be achieved

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