

The Influence of Local Culture-Based Photo Story Media on Writing Simple Short Stories in Students with Intellectual Disabilities

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ABSTRACT

The research conducted at SLB Bangun Putra Kasihan Bantul in the 2023/2024 school year was experimental research with the One Group Pre-Test and post-test design. It involved at least five students with intellectual disabilities on VIII SMPLB. The measurement is carried out with written tests (essays) related to a simple short story. Data analysis techniques using descriptive statistics followed by the Prerequisite Analysis Test in the form of Normality Test, Homogeneity Test, and Linearity Test. In Hypothesis, Exams were conducted using the Wilcoxon Signed Rank Test at the significance level (α) of 5%. The results mentioned that the value of Asymp.Sig (2-tailed) was obtained by 0.042. Asym.Sig (2-tailed) $0.042 < 0.05$, H_0 is denied, and H_1 is accepted. This shows that there is an increase in simple short story text skills. So, it can be concluded that local photo story media has an effect based on simple short story text skills that align with students' intellectual disabilities.

Keywords: Local Culture, Based Photo Story Media, Writing Simple Short Stories, Students with Intellectual disabilities

INTRODUCTION

A survey conducted by the Central Statistics Agency in 2022 stated that people with disabilities are grouped into eight types, namely: 1) difficulty or problems in seeing, 2) walking, 3) concentration or memory, 4) hearing, 5) communicating, 6) using hands or fingers, 7) taking care of yourself, and 8) behavioral or emotional disorders. The fewest problems or disorders in Indonesia are Emotional or behavioral problems, Taking care of oneself at 13.5%, and Using hands or fingers at 16%.

Meanwhile, in general, the most common type of disability in Indonesia is people with visual impairments, namely around 63.7% of the total number of people with disabilities. People with walking and intellectual impairments, or what are often called mentally retarded, have their percentages. Amounting to 38.3% and 29.7% (Statistik 2022:1).

One of these disability groups is that there are people with intellectual disabilities or people with intellectual needs who are categorized as being able to participate in class learning well. The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-V-TR 2022) also explains that students with intellectual needs a dysfunction or disorder that occurs in the central nervous system that results in a person's intellectual quotient measuring below 70, thus having an impact on the ability to fulfill basic needs such as communication, socialization, health, and work, both academic and non-academic education.

Students with intellectual disabilities in the academic sphere need appropriate language education to support sustainable two-way communication with others. Apart from using language as a bridge for communication, through targeted language learning, students can be taught the importance of language manners and ethics as well as polite communication patterns so that they can be applied in social life. The theoretical basis for holding Indonesian Language Education in the country has been contained in the Presidential Regulation on Use of Indonesian, which is regulated in Article 24 paragraphs 2, which read Indonesian must be used as a language introduction to Indonesian language subjects, religious education, and subjects related to citizenship education on institutions foreign education or a particular educational unit (Presiden 2019:13). In Indonesian language subjects, students, including one can achieve four elements) listening; 2) reading and viewing; 3) speaking and presenting; and 4) writing.

One of the learning outcomes from the writing element in class VIII SMPLB is the skill of writing simple short story texts. A short story is a brief essay in prose that tells a story about a character's life entirely of conflict, touching, and enjoyable events and offers a message that is not easily forgotten. Then, the criteria for writing short story texts include: 1) Match the title with the content of the story; 2) Characters and Characterization; 3) Plot; 4) Setting; 5) Point of View; 6) Use of Language.

Based on the implementation of curriculum modifications within the scope of inclusive education, it is necessary to reduce the material content; this has an impact on the use of intrinsic elements of simple short story texts for students with intellectual needs, which only involve three main components, namely, characters, plot, and setting. Through the activity of writing simple short story texts, students are invited to express ideas, ideas, problems, or any topic, the results of which make a significant contribution to the development of their academic potential (Rofiah, K., Isroani, F., & Jauhari, M. N. 2023).

Researchers found several problems in implementing the initial testing stage, including Students needing to be able to compose simple short story texts according to the criteria for writing simple short story texts with the applicable writing indicator provisions. Students often rely on writing ideas from their teachers. Students tend to feel bored with learning in class, and the learning media used could be more interactive and realistic.

Narrative photo stories have depictions and story structures are very calculated. Its most notable characteristic is that photos are opening, signature, and closing that cannot be exchanged. In other words, this photo arrangement can't be changed. The implementation of local culture-based photo story media by researchers was carried out to prove the influence of local culture-based photo story media on the writing skills of simple short story texts for students with intellectual disabilities.

METHOD

The approach to this research is quantitative. The quantitative approach is a research process, hypothesis or prediction of results, empirical data, data analysis, and data conclusions until the final results are written using aspects of measurement, calculation, formulas, numerical data, or statistical calculations.

This research uses experimental study research, in which the researcher measures variables at the beginning before the study and at the end after the research. Thus, before and after measurements were carried out to determine the causes and effects that influenced the research results and what phenomena the research carried out.

The design applied in this research is a framework for implementing research activities. The research design in question is a "one-group pre-test post-test design." In this design, a pre-test measure is given to respondents. Single pre-test observations were carried out on a group of respondents who were then given treatment. After that, the researcher observed the respondents with a single post-test of the same size as before (Abdullah et al., n.d.:104). This research aimed to determine the influence of short story text writing skills on students with intellectual needs using local culture-based photo story media. Pre-experimental design (non-design) research was chosen because it contains external variables that significantly influence the formation of the dependent variable.

O1 X O2

Figure 1. One Group Pre-Test Post -est Design

Information:

1. O1: Initial observation/pre-test symbolized by the symbol O1, which is carried out to determine students' initial skills in writing simple short story texts during teaching and learning activities. This pre-test was carried out once on the subject.
2. X: Symbol X is a treatment applied to the subject extensively using local culture-based Photo Story media.
3. O2: The final observation/post-test symbolized by the symbol O2 was applied once to research subjects of students with intellectual needs to determine their skill level in writing simple short story texts after being given treatment.

RESULT AND DISCUSSION

Manners are essential and needed in life. Manners passed down from generation to generation will always be accompanied by changes in line with the demands of the social environment and era. For example, etiquette with older people should be to bow slightly. Etiquette when passing older people is the theme in the first shot list of local culture-based photo story media. The first shot list was taken in the Point 0 Maliboro area, where a BNI Bank cultural heritage building has been established since 1946. Apart from the cultural heritage building, the researcher shows the atmosphere in the area where traditional beach vehicles have been modified with motorcycle engines.

The second shot list took place at the Sonobudoyo Museum. The Sonobudoyo State Museum is the Regional Technical Implementation Unit of the Yogyakarta Special Region Culture Service (Kundha Kakulturn). The location is in the center of Yogyakarta city, namely south of the Yogyakarta Zero Kilometer Point. The museum building is a joglo house with architecture inspired by the Cirebon Kasepuhan Palace mosque. The museum building was designed by a Dutch architect named Ir. Thomas Karsten. The museum was founded by the Java Institute, an institution that was active in cultural studies of Java, Madura, Bali, and Lombok during the colonial era. The Sonobudoyo Museum was inaugurated on November 6, 1935, by Sri Sultan Hamengku Buwono VIII with the sign Candrasengkala, "Wood Winayang Ing Brahmana Buddha."

The use of local culture-based photo story media uses several photos to provide a complete depiction of the story, thereby increasing interest and encouraging students to understand the story as a whole. The use of local culture-based photo story media can provide changes in student behavior for the better. The change refers to students who

initially did not show full attention when participating in teaching and learning activities but became more motivated.

Pre-Test

The pre-test was carried out to measure the initial comprehension skills of students with intellectual needs regarding simple short story texts before being given treatment using local culture-based photo story media. This data was obtained from pre-test questions completed by students with intellectual needs. The pre-test questions contain instructions for students to be able to write simple short story texts with free themes independently. Pre-test data results can be seen below:

Table 1. Pre-test Score

No	Student's	Pre-Test Score
1.	MK	33
2.	RNP	44
3.	P	33
4.	NR	44
5.	DL	33

Post-Test

The post-test was carried out to measure the final comprehension skills of students with intellectual needs regarding simple short story texts after being given treatment using local culture-based photo-story media. The post-test questions contain instructions for students with intellectual needs to be able to write simple short story texts with the theme of friendship. Data collection is based on the student's scores obtained from post-test questions taken by students with intellectual disabilities. Post-test data results can be seen below.

Table 2. Post-test Score

No	Student's	Pre-Test Score
1.	MK	88
2.	RNP	88
3.	P	66
4.	NR	88
5.	DL	44

The results of the pre-test and post-test data, based on Table 2 above, can be described as the average value (mean), highest value (maximum), lowest value (minimum), and standard deviation (standard deviation), which were calculated using the SPSS program. 26. The following are the results of the descriptive statistical analysis of pre-test and post-test data, which can be seen in the table below:

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	5	33	44	37.40	6.025
Post-test	5	44	88	74.80	19.677
Valid N (listwise)	5				

Normality Test

The normality test was conducted using SPSS version 26 software to determine whether the data distribution was normal using the Shapiro-Wilk formula using Asymptotic rules: Sig or P value. Data distribution is expected if it meets the requirements with a significance value more significant than the 5% level (Sig. (2-tailed) > 0.05). However, if the significance value is below a 5% (Sig. (2-tailed) < 0.05), then it can be said that the data distribution is not normally distributed. Normality test results can be seen in the table below:

Table 4. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.367	5	.026	.684	5	.006
Post-test	.349	5	.046	.771	5	.046

The data based on the table can be seen from the normality test results using the Shapiro-Wilk formula. Pre Test data obtained a result of 0.006 with a significance value of 0.05, which means $0.006 < 0.05$ so it can be seen that the distribution of the Pre Test data is not normally distributed. Then, the results of the post-test were found with a significance value of 0.046, which means $0.046 < 0.05$ so it can be seen that the distribution of the post-test data is not normally distributed. The abnormal distribution of data is based on the significance value in the Pre-Test and Post-Test being less than the neural significance reference of 0.05 (< 0.05).

Homogeneity Test

Homogeneity testing is used to determine whether the data distribution for each factor being experimented with is homogeneous (Amruddin et al. 2022:154). Homogeneity testing was carried out using SPSS Version 26 software using the Test of Homogeneity Variances. The data distribution can be said to be homogeneous if the significance level is more than 5% (0.05), but if the data distribution is less than the reference level of significance, namely (< 0.05), then the data is categorized as not homogeneous.

The data from the table above show that the significance section's homogeneity test using the SPSS 26 program obtained a value of 0.026. This value is less than the reference level of significance of 0.05 ($0.026 < 0.05$). So, the pre-test and post-test score data distribution for students with intellectual needs is not homogeneous.

Table 5. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Pre-test_Post-test	Based on Mean	7.432	1	8	.026
	Based on Median	.914	1	8	.367
	Based on Median and with adjusted df	.914	1	4.743	.385
	Based on trimmed mean	6.405	1	8	.035

Linearity Test

The linearity test is carried out to determine whether there is a relationship between variables and whether the data is linear. The SPSS 26 program assisted the linearity test in this research with the basis for decision-making: if the significance value is > 0.05 , then the data can be said to be linear, but if the significance value is < 0.05 , then the data is categorized as non-linear. The results of the linearity test can be seen in the table below:

Table 6. Homogeneity Test

			Sum of Squares	df	Mean Square	F	Sig.
pretest * posttest	Between Groups	(Combined)	1147.788	3	382.596	4782.450	.011
		Linearity	1003.833	1	1003.833	12547.912	.006
		Deviation from Linearity	143.955	2	71.977	899.719	.024
		Within Groups	.080	1	.080		
	Total		1147.868	4			

The data from the table above show that the linearity test using the SPSS 26 program in the Deviation from Linearity section obtained a value of 0.024. There is no linear relationship between the Pre-Test and Post-Test results. This is based on receiving a significance value for Deviation from Linearity of $0.024 < 0.05$.

Hypothesis Test

Hypothesis testing is carried out to determine whether there is a difference in the average value of the sample group before and after being given treatment by comparing the sample value (research data) with the proposed hypothesis value. Hypothesis testing in this study

Table 7. Hypothesis Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Score _posttest	Negative Ranks	0 ^a	.00	.00
Score _pretest	Positive Ranks	5 ^b	3.00	15.00
	Ties	0 ^c		
	Total	5		

a. Score_posttest < Score_pretest

b. Score_posttest > Score_pretest

c. Score_posttest = Score_pretest

Wilcoxon Signed Rank Test

The data results based on Table 8 can show the Asymp Sig value. (2-tailed) obtained 0.042 Asymp Sig value. (2-tailed) $0.042 < 0.05$ then h_0 is rejected and h_1 is accepted. Decisions can also be taken from the value Zcount < Ztable ($-2.032 < -1.645$). So, h_1 is accepted, and h_0 is rejected. It can be concluded that "There is an influence of local culture-based photo story media on the skills of writing simple short story texts for students with intellectual disabilities."

Table 8. Wilcoxon Signed Rank Test

Test Statistics ^a	
Score_posttest - Score_pretest	
Z	-2.032 ^b
Asymp. Sig. (2-tailed)	.042

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The results of data analysis in research on learning to write simple short story texts using Photo Story media based on local culture for students with intellectual disabilities at SLB Bangun Putra Kasihan Bantul can be seen to have increased. Efforts to apply the three leading indicators, such as characterization, plot, and setting, can be achieved well and experience changes after implementing the media. This is proven by the increased pre-test and post-test scores that students have achieved. Therefore, the local culture-based photo story media positively influences the continuity of learning achievement in writing simple short story texts in students with intellectual disabilities in class VIII SMPLB.

This media influences the appropriateness of writing simple short story texts for students with intellectual needs by the provisions of the applicable writing indicators. This is proven by the difference in the pre-test and post-test scores of students with intellectual needs who experienced an improvement after being given treatment. Local culture-based photo story media can be used as an alternative to overcome problems for students with intellectual disabilities in writing simple short story texts.

CONCLUSION

Photo story media based on local culture is a narrative type that raises two themes: manners and not committing disgraceful acts. This media influences the appropriateness of writing simple short story texts for students with intellectual disabilities by the provisions of the applicable writing indicators. This is proven by the difference in the pre-test and post-test scores of students with intellectual disabilities who experienced an improvement after being given treatment. Local culture-based photo story media can be used as an alternative to overcome students' intellectual disabilities problems in writing simple short story texts. The Wilcoxon Signed Rank Test results in this study can determine the Asymp Sig value. (2-tailed) obtained 0.042. Where is the Asymp Sig value? (2-tailed) $0.042 < 0.05$ then h_0 is rejected and h_1 is accepted. Culture-based photo story media influences the skills of writing simple short story texts for students with intellectual disabilities.

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