

**PENGEMBANGAN MATERI PEMBELAJARAN AGAMA HINDU  
BERMEDIA KARTUN UNTUK MENINGKATKAN KEMAMPUAN  
INTRAPERSONAL DAN INTERPERSONAL SISWA DIFABEL  
DI SEKOLAH LUAR BIASA NEGERI 2 MATARAM**

**DESAK PUTU SARIDEWI**

**ABSTRAK**

Penelitian ini bertujuan mengembangkan materi pembelajaran agama Hindu bermedia kartun dan pengaruhnya terhadap kemampuan intrapersonal dan interpersonal siswa tuna rungu dan tuna grahita. Pengembangan produk ini digunakan sebagai suplemen dalam pembelajaran untuk siswa difabel. Tahapan yang dilalui meliputi persyaratan validitas, keefektifan media, dan kontribusi terhadap hasil belajar afektif siswa. Pengembangan materi menggunakan model 4 D, meliputi tahapan *Define*, *Design*, *Develop*, dan *Disseminate* sesuai karakteristik siswa berkebutuhan khusus. Tampilan materi bermedia kartun didesain dengan kolaborasi antara guru khusus yang memahami bahasa isyarat dengan guru agama Hindu (*Co-Teaching Model*) serta menggunakan konten materi esensial. Peran guru khusus memberikan penguatan menggunakan bahasa isyarat dan keduanya sebagai motivator. Analisis dalam temuan menggunakan metode deskriptif kualitatif dan kuantitatif dengan analisis statistik inferensial (*uji-t*). Untuk mengetahui keefektifan media dilakukan uji perorangan dan kelompok kecil di lokasi penelitian dan uji coba lapangan pada lima SLBN di Nusa Tenggara Barat. Hasil penilaian pakar terhadap validitas isi, desain dan media menggunakan formula *Gregory* diperoleh hasil rata-rata sebesar 1,00 dengan kategori valid. Hasil uji coba perorangan sebesar 97,20%, uji kelompok kecil sebesar 93,93% dan uji lapangan pada siswa sebesar 85,81% dengan kriteria baik. Hasil penilaian keefektifan media dari guru-guru sebesar 90,53% dan teman sejawat 91,20% diperoleh dengan kriteria sangat baik. Dengan menggunakan pedoman konversi nilai skala 5 diperoleh hasil *pretest* kemampuan intrapersonal sebesar 2,98 berkategori kurang, hasil *posttest* sebesar 3,55 dengan kategori sedang dan kemampuan interpersonal hasil *pretest* diperoleh 2,74 berkategori kurang, hasil *posttest* sebesar 3,42 dengan kategori sedang. Artinya produk media pembelajaran dapat meningkatkan kemampuan intrapersonal dan interpersonal siswa. Hasil uji regresi pada intrapersonal berkontribusi sebesar 16,6% terhadap hasil belajar siswa difabel. Kemampuan interpersonal hanya berkontribusi sebesar 8,4% terhadap hasil belajar siswa difabel, sisanya sebesar 91,6% dipengaruhi oleh faktor lain dan waktu yang panjang untuk intensitas penguatan, terutama pada aspek perduli dan kepercayaan diri siswa. Kemampuan intrapersonal dan interpersonal secara bersama-sama (simultan) memiliki kontribusi yang signifikan sebesar 16,7% terhadap hasil belajar afektif siswa dan sisanya sebesar 83,3% dipengaruhi faktor lain seperti pola asuh, perhatian, motivasi, dan metode pembelajaran. Simpulannya bahwa belajar agama sangat membutuhkan benda-benda nyata, penggunaan media interaktif dengan pendekatan individual, *modeling* dan pembiasaan. Kedepannya pengembangan ini didesain dengan materi berbeda dan berbagai kategori ketunaan siswa difabel.

*Kata Kunci:* media pembelajaran kartun, intrapersonal dan interpersonal, difabel

**DEVELOPMENT OF HINDU RELIGIOUS LEARNING MATERIALS IN  
CARTOON MEDIA TO IMPROVE INTRAPERSONAL AND  
INTERPERSONAL ABILITY OF STUDENTS WITH DISABLED  
AT SEKOLAH LUAR BIASA NEGERI 2 MATARAM**

DESAK PUTU SARIDEWI

**ABSTRACT**

This study aims to develop learning materials for Hindu religion with cartoon media and their effect on the intrapersonal and interpersonal abilities of deaf and mentally retarded students. The development of this product is used as a supplement in learning for students with disabilities. The stages that are passed include validity requirements, media effectiveness, and contributions to students' affective learning outcomes. Material development uses a 4D model, including the Define, Design, Develop, and Disseminate stages according to the characteristics of students with special needs. The display of cartoon-based material is designed with collaboration between special teachers who understand sign language and Hindu religious teachers (Co-Teaching Model) and uses essential material content. The role of special teachers is to provide reinforcement using sign language and both as motivators. The analysis in the findings uses descriptive qualitative and quantitative methods with inferential statistical analysis (t-test). To determine the effectiveness of the media, individual and small group tests were carried out at the research location and field trials at five SLBN in West Nusa Tenggara. The results of the expert assessment of the validity of the content, design and media using the Gregory formula obtained an average result of 1.00 with a valid category. The results of the assessment of the effectiveness of the media from teachers of 90.53% and 91.20% of peers obtained with very good criteria. The results of the assessment of the effectiveness of the media from teachers of 90.53% and 91.20% of peers obtained with very good criteria. By using the 5 scale value conversion guideline, the pretest result of intrapersonal ability was 2.98 in the poor category, the posttest result was 3.55 in the medium category and the interpersonal ability the pretest result was 2.74 in the poor category, the posttest result was 3.42 in the medium category. This means that learning media products can improve students' intrapersonal and interpersonal skills. The results of the intrapersonal regression test contributed 16.6% to the learning outcomes of students with disabilities. Interpersonal ability only contributes 8.4% to the learning outcomes of students with disabilities, the remaining 91.6% is influenced by other factors and the long time for strengthening intensity, especially in the aspects of caring and students' self-confidence. Intrapersonal and interpersonal abilities together (simultaneously) have a significant contribution of 16.7% to students' affective learning outcomes and the remaining 83.3% are influenced by other factors such as parenting, attention, motivation, and learning methods. The conclusion is that learning religion really needs real objects, the use of interactive media with an individual approach, modeling and habituation. In the future this development is designed with different materials and various categories of students with disabilities with disabilities.

*Keywords:* *cartoon learning media, intrapersonal and interpersonal, disable*