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Video Modeling-Based Learning for Children with Autism Spectrum Disorder (Case Study at SKH Elmyra Shanum, Serang City, Banten)

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Abstract
This study aims to describe the implementation of video modelling-based learning for children with Autism Spectrum Disorder (ASD) and interpret the experiences of teachers and students in the context of special education units. Children with ASD are known to benefit greatly from structured and repeatable visual learning strategies, while video modelling has been recognized as an evidence-based practice for teaching a wide range of social, academic, and independence skills. The research used a qualitative approach with an intrinsic case study design at SKH Elmyra Shanum Serang City, Banten, which involved special education teachers, several ASD students, and parents as the main participants. Data were collected through participatory observation of learning sessions, in-depth interviews, and document studies, then analized thematically through the stages of reduction, presentation, and drawing conclusions by triangulating sources and methods to maintain the validity of the findings. The results of the study show that video modelling is interpreted by teachers as a medium that facilitates the breakdown of complex skills into visual steps that are easier for ASD students to understand, increases focus and motivation to learn, and helps generalize skills to other contexts, although there are still obstacles related to technological facilities and teachers' technical competence. These findings confirm the potential of video modelling as an integral part of individualized learning programs in special schools and underscore the importance of institutional support and teacher training to optimize the use of video-based media in the education of children with ASD.
Keywords: *Video modelling, Autism Spectrum Disorder, visual learning, special education, case studies, SKH Elmyra Shanum Serang City*

INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurobiological developmental disorder characterized by persistent disturbances in communication and social interaction, accompanied by limited and repetitive patterns of behaviour and interests that affect children's functioning in the home and school environment. Studies have shown that many children with ASD have visual learning preferences and benefit from structured, concrete, and repeatable learning strategies, including the use of video-based media. In the last two decades, video modelling—a learning technique that features models performing targeted behaviours through video recordings for students to then imitate—has been recognized as an evidence-based practice within the framework of Applied Behaviour Analysis (ABA) for individuals with ASD in various age ranges. Meta-analysis and literature review report that video modelling interventions are effective in improving a wide range of skills, from social and communication skills to activities of daily living, and are able to support generalization and maintenance of skills across contexts (Marcus and Wilder 2009).

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by barriers in social communication, social interaction, and limited and repetitive behaviour patterns (American Psychiatric Association, 2013). These characteristics have a direct impact on the learning process of children at school, especially in understanding verbal instruction and the social context of learning.

Previous studies have shown that individuals with ASD have a strong tendency in visual processing (Hodgdon, 1995; Grandin, 2006). Therefore, the visual-based learning approach is one of the recommended strategies in special education. One of the approaches that is rapidly evolving and has been recognized as an evidence-based practice is video modelling (Bellini & Akullian 2007), Wong et al., 2015).

Video modelling is an observational learning strategy that uses video media to display certain behavioural models or skills so that they can be imitated by students (Bandura, 1977). Various international studies prove the effectiveness of video modelling in improving social, communication, and independence skills of children with ASD (Charlop-Christy, Le, dan Freeman 2000).

In Indonesia, the use of video modelling has begun to be applied in the context of education and clinical interventions, for example to train self-care skills such as bathing or toilet training, as well as behaviour management and social skills of children with ASD. Pre-experimental studies of point-of-view video modelling in children with ASD, for example, showed an improvement in tooth brushing skills independently after a series of structured intervention sessions. Another study developed video modelling media for the behaviour management of ASD students and found that these media helped reduce problematic behaviours and improve adherence to classroom rules. These findings indicate that video modelling has the potential to be an important component in learning design and intervention for children with ASD in Indonesian education units, especially when integrated with individualized learning programs (Wibowo, Setiawan, and Sasmita 2025).

However, there are still some unknown knowledge gaps that are important to address, especially related to how video modelling is implemented concretely in daily learning practices in special schools, as well as how teachers and students interpret these experiences. Most of the evidence on the effectiveness of video modelling is obtained from experimental or quasi-experimental studies with a primary focus on the measure of behaviour change, while qualitative studies exploring pedagogical processes, teachers' practical considerations, and institutional contexts in Indonesian special schools are limited. In addition, many studies were conducted in clinical settings or other exceptional schools, so specific information about the implementation of video modelling-based learning in SKH with specific characteristics—including school culture, resources, and student profiles—has not been systematically documented (Field 2022).

SKH Elmyra Shanum is a special education unit (form of education: SLB) with private status located on Jl. Raya Palima KM 05 Kavling Nancang Indah Blok M 6–7, Karundang Village, Cipocok Jaya District, Serang City, Banten, with NPSN 70050832 and services for students with various special needs including ASD. Educational reference data shows that this school has a relatively complete educator and several learning facilities, so it

has the potential to develop pedagogical innovations such as video-based media in special learning programs. However, until now there has been no scientific publication that specifically describes the practice of video modelling-based learning for children with ASD at SKH Elmyra Shanum, both in terms of planning, implementation, and subjective experience of teachers and students.

Departing from this background, this study aims to: (1) describe the planning and implementation of video modelling-based learning for children with Autism Spectrum Disorder at SKH Elmyra Shanum, Serang City, and (2) reveal the experiences and perceptions of teachers and students towards the use of video modelling in the context of learning in the school. Using a qualitative case study approach, this study seeks to present a comprehensive picture of how video modelling is integrated into classroom practice, supporting and inhibiting factors, and teachers' adaptation strategies in dealing with the diversity of characteristics of ASD students (Dudley 2022).

The novelty of this research lies in three main aspects. First, this study focuses attention on the specific context of SKH Elmyra Shanum as a special education unit in Serang City that has not been touched by many studies on the implementation of video modelling, thereby enriching the treasure of local context-based research in Indonesia. Second, this study not only highlights the effectiveness of video modelling quantitatively, but also examines qualitatively the dynamics of learning, teachers' pedagogical considerations, and students' daily experiences in using this media, which are still rarely discussed in the literature on video modelling for ASD children. Third, the findings of the study are expected to provide conceptual models and practical recommendations regarding the integration of video modelling into individual learning programs in special schools, which can be replicated or adapted by other SKHs in Indonesia with similar characteristics (Mahfudz et al., 2025).

Based on these gaps, this study seeks to examine in depth:

1. How is the planning and implementation of video modelling-based learning for children with ASD at SKH Elmyra Shanum, Serang City, Banten?
2. What are the experiences and perceptions of teachers, students, and parents regarding the use of video modelling in learning at SKH Elmyra Shanum?

This qualitative research case study is expected to contribute to the development of evidence-based learning practices in special schools, as well as enrich the literature on video modelling in the context of Indonesian education.

METHOD

This study uses a qualitative approach with a case study design that focuses on one site, namely SKH Elmyra Shanum Serang City Banten, as a single case that is seen as having peculiarities in the implementation of learning for children with ASD. Intrinsic case studies were chosen because the main purpose of the research is to understand in depth the practice of video modelling and the meaning constructed by the actors in the setting, not to test hypotheses or make statistical generalizations.

The research was carried out at SKH Elmyra Shanum which is located on Jl. Raya Palima KM 05 Kavling Nancang Indah Blok M 6–7, Serang City, Banten, which provides services for students with various obstacles including ASD. The study participants were selected purposively, including:

1. 2–3 special education teachers who actively use or develop video modelling in the learning of children with ASD.
2. 3–5 students with a diagnosis of ASD who attended a learning session with video modelling, at an age range relevant to the program.
3. 2–3 parents/guardians of ASD students who can provide information about the impact of video modelling learning at home and the surrounding environment.

Participant inclusion criteria are determined based on direct involvement in the video modelling-based learning process, willingness to participate, and the ability to provide information-rich cases.

The data collection of this study uses: 1) Observational Participation where the researcher conducts participatory observation of several learning sessions using video modelling, recording aspects of planning, video presentation, teacher interaction, student response, and classroom and school context. Field records are compiled systematically, supplemented by photo documentation or media screenshots (with due regard to ethics and permissions). 2) In-Depth Interviews. Semi-structured interviews with teachers to explore: understanding of video modelling concepts, reasons for choosing media, planning and implementation steps, experiences of successes and obstacles, and views on program sustainability. Interviews with parents of ASD students to explore perceived behavioural changes at home and perceptions of the use of video media in children's learning. And simple interviews with students (tailored to communication skills) to capture their subjective experiences of learning by video. 3) Documentation Study. The documents analized included lesson plans or individual learning programs, video modelling files used, student assessment or development records, and school policies related to the use of learning technology.

Data was analized thematically through the following stages: 1) Data reduction by organizing interview transcripts, observation notes, and documents, and providing initial codes based on topics such as planning, implementation, student responses, meaning for teachers, and obstacles. 2) Presentation of data in the form of a matrix or thematic narrative that displays patterns, relationships, and differences between participants.3) Drawing conclusions and verifying by comparing findings between data sources (triangulation) and confirming certain interpretations to participants (member check).

The validity of the data is strengthened through triangulation of sources (teachers, students, parents), triangulation of methods (observations, interviews, documents), extension of participation, and trail audits in the form of research process records.

RESULTS & DISCUSSION

Results

Video Modelling-Based Learning Planning

Teachers at SKH Elmyra Shanum interpret video modelling as a strategy to break down complex skills into small steps visualized through short videos, especially for independence activities and basic social skills. In planning, teachers choose skills that are considered important and difficult to teach through verbal instruction alone, then draw up a sequence of steps and determine the model (teacher, peer, or puppet) that appears in the video.

Time constraints and technical capabilities make some teachers use personal phones and simple apps to record and edit videos, so the technical quality still varies even though it still functions in conveying visual messages to ASD students.

Implementation of Video Modelling in the Classroom

In the classroom, the learning session usually begins with the screening of modelling videos one to two times, followed by direct practice under the guidance of the teacher who provides prompting and positive reinforcement. Observations showed that most ASD students seemed to focus on paying attention to the screen and understood the sequence of tasks faster when the visuals shown were clear and the steps were not too long.

Teachers modify the duration and frequency of video playback based on student responses, such as playing repeatedly for students who need repetition or pausing to provide additional explanation. Some teachers also associate the use of video with daily activities at school so that students can practice the same skills in different contexts.

Students' Responses and Experiences with ASD

Teachers reported that ASD students tended to show a high interest in screen-based media and were more motivated to follow instructions when the activity began by watching a video featuring models, they were familiar with. In some cases, students mimic simple social expressions and behaviours from videos, such as greeting, greeting, or following the sequence of steps in self-care activities.

Parents observed changes in behaviour at home, for example, children were more independent in doing certain parts of toilet training or daily activities after regularly participating in video modelling sessions at school, although the level of generalization differed between students. Some students also ask to rewatch certain videos, which teachers see as an opportunity to reinforce learning.

Meaning and Perception of Teachers and Parents

Teachers view video modelling as a medium that "simplifies" and "speeds up" the process of teaching a particular skill as opposed to just a live demonstration, especially since the video can be repeated without model fatigue and can be played at different times. They also assessed that the video provided concrete examples that helped ASD students understand behavioural expectations without too much verbal explanation.

Parents appreciate the use of video modelling because it aligns with their children's habits of being familiar with gadgets, but some expressed concerns about the potential dependency on screens, emphasizing the importance of mentoring and time constraints. Both teachers and parents consider that institutional support and additional training for

teachers will greatly help optimize the use of video modelling at SKH Elmyra Shanum Serang City Banten.

Obstacles and Strategies to Overcome Them

The main obstacles that arise include limited technological means (examples: number of devices and internet connections), teachers' technical skills in video production and editing, and challenges in adapting videos to different levels of ASD students' abilities. The strategies used include collaboration between teachers, the use of personal devices, the creation of simple videos without complex editing, and the selection of short video durations to keep them in line with the student's attention span.

Discussion

The findings of this study show that the implementation of video modelling-based learning at SKH Elmyra Shanum runs within a framework of practice that is in line with the international literature on video modelling for individuals with ASD, even though it is developed organically by teachers with limited resources. Teachers harness the power of visual media to bridge the gap between abstract instruction and concrete behaviours, which in other studies have also been reported to help improve attention, imitation, and adaptive skill acquisition in children with ASD (Bross et al., 2021).

Teachers' and parents' positive perceptions of video modelling are in line with research showing that this intervention is not only behaviourally effective, but also considered practical and easy to integrate into daily routines. In a local context, these findings corroborate studies on the use of video modelling and video self-modelling for people with intellectual disabilities and children with ASD who reported improved social skills and independence when the intervention was combined with positive prompting and reinforcement techniques.

However, this study also highlights that the quality and sustainability of video modelling programs are highly dependent on institutional support, availability of facilities, and pedagogical and technical capacity of teachers. These limitations are in line with other qualitative case study reports that emphasize the need for teacher training and the integration of universal instructional design so that video technology is not just a complement, but part of a systematic learning strategy (Alkinj, Pereira, and Santos 2022).

Methodologically, as a qualitative case study, the findings of this study are not intended to be statistically generalized, but offer a rich contextual understanding of video modelling practices in one particular school. Follow-up research can combine qualitative and quantitative approaches (mixed methods) to examine not only subjective meanings and experiences, but also the magnitude of the effects of video modelling interventions on different types of skills and in different types of schools (Bross et al., 2021).

CONCLUSION

This study concludes that the planning and implementation of video modelling-based learning at SKH Elmyra Shanum, Serang City, Banten, has been integrated into daily learning practices through the selection of target skills, the preparation of visual steps in the form of short videos, and the implementation of learning sessions that begin with video

playback and continue with direct practice accompanied by prompting and positive reinforcement. Teachers use simple tools available in schools and private property to produce and broadcast videos, as well as adjust the duration, frequency, and shape of the model (teacher, peers, or other figures) to suit the characteristics and needs of each child with autism spectrum disorder (ADS).

Regarding effectiveness, video modelling-based learning is perceived by teachers and parents as a strategy that helps increase attention, understanding of the sequence of task steps, learning motivation, and children's independence in target skills, with indications that there are generalizations to other contexts such as different home or school environments. However, this effectiveness is still influenced by the limited technological means and technical capabilities of teachers in media production, so institutional support and ongoing training are needed so that video modelling can be optimized as an integral part of the Individualized Learning Program for children with Autism Spectrum Disorder in special schools.

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