



Basic Skill Orientation, Mobility, Social and Communication Basic Skill Program Empowered by Family to Improve Blind People Independent

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ABSTRACT

Blind individuals take longer to learn a concept compared to seeing individuals. Early assistance provided by the family will undoubtedly help blind children develop their cognitive abilities in mapping various existing concepts. Many families still have minimal understanding of assisting blind children, causing delays in the development of concepts that impact their independence. This family involvement allows blind children to reach the appropriate age/behavior stage in their independence. The research aimed to formulate and acquire a family-based CSOM basic skill program to increase the independence of the blind. The research was carried out using a qualitative approach with a case study type consisting of three stages, analyzing and determining needs, compiling program designs, and conducting FGDs. The results of research on the objective conditions of the basic CSOM skills in the family environment of blind children show a lack of understanding and proper assistance so that the ability of the blind children's CSOM is hampered, especially in social activities. The structured program is designed to illustrate to parents how to accompany blind children according to the principles of learning while in the family environment. The results after the workshop activities showed an increase in awareness and assistance efforts made by parents for blind children through the habituation of daily activities.

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1. INTRODUCTION

Families with the child with special needed (ABK) need more support to enable them to do things together or participate in optimal child development. Family involvement in the child with special needed will undoubtedly have a positive impact, where families are natural caregivers who spend more time with children. Thus according to [Dunst, Trivette, & Hamby \(2007\)](#), it is essential to work with family members when there is a child with special needs.

A preliminary study conducted at one of the SLBN-A in the Bandung area showed that the school still needed an O&M program that specifically involved parents. This certainly has an impact on the development of blind children in achieving their independence skills. As the results of observations made, social skills in the independence of blind children at the elementary school level are still lacking. The independence in question is; 1) the child's hand is held by the parent when walking in the school environment; 2) the activity of eating lunch is still being fed; 3) and toilet activities are still fully assisted by parents. This independence was identified due to parents' lack of understanding in assisting blind children so that there is no intervention by parents while the child is in the home environment. Parents' acceptance still does not fully accept the condition of their visually impaired children, so it impacts the attention given to children. This condition was known based on interviews with several parents who revealed that until now, they did not expect to have a blind child and were confused about how to treat their children at home. When they feel tired, parents sometimes express anger at their children because the children cannot carry out their activities independently, such as eating, having to be fed, and toilet activities are still assisted. Furthermore, parents' perceptions of and assistance to blind children are still of concern because parents still think that teachers at school can only provide blind children's independence in doing things.

Efforts to synergize views on parenting and learning assistance for blind children must be given to parents. Involving parents in accompanying children will also be a practical step in developing the abilities of blind children. According to [Cutter \(2007\)](#), parents are at the O&M level to practice independent movement and traveling skills in various everyday settings with their children. When parents are included as part of the O&M team and as the first CSOM teacher, it allows the blind child to reach the appropriate age/behavior stage in movement and walking independently. Furthermore, the relationship between parental collaboration in child independence, according to [Newman \(2008\)](#), is that parents play an essential role, and the best care that children can receive is when parents and professionals work together with the correct understanding of children's needs.

Based on these conditions, researchers were encouraged to create a basic skills program for CSOM, especially social aspects by empowering families to increase the independence of the blind by involving professionals, in this case, O&M instructors. Parents will be introduced to the rules of assisting blind students and how to provide appropriate assistance so that, in the end, they can help their children achieve independence in their daily activities.

2. METHODOLOGY

This research aims to develop a mentoring program for parents of blind children, so the method considered relevant to this research process is research and development (research and development/R&D). The development learning program used in this study is the ADDIE Learning Design Model (Analysis-Design-Develop-Implement-Evaluate), which is integrated according to the development research steps recommended by Borg and Gall based on the consideration that this model is suitable for developing instructional model products learning

that is right on target, practical and dynamic, and very helpful in developing learning. The ADDIE instructional design model developed by Robert Maribe Branch (the 1990s) is a generic learning/training design model that serves as a guide in building training program tools and infrastructure that are practical, dynamic, and supports the performance of the training itself. So that.

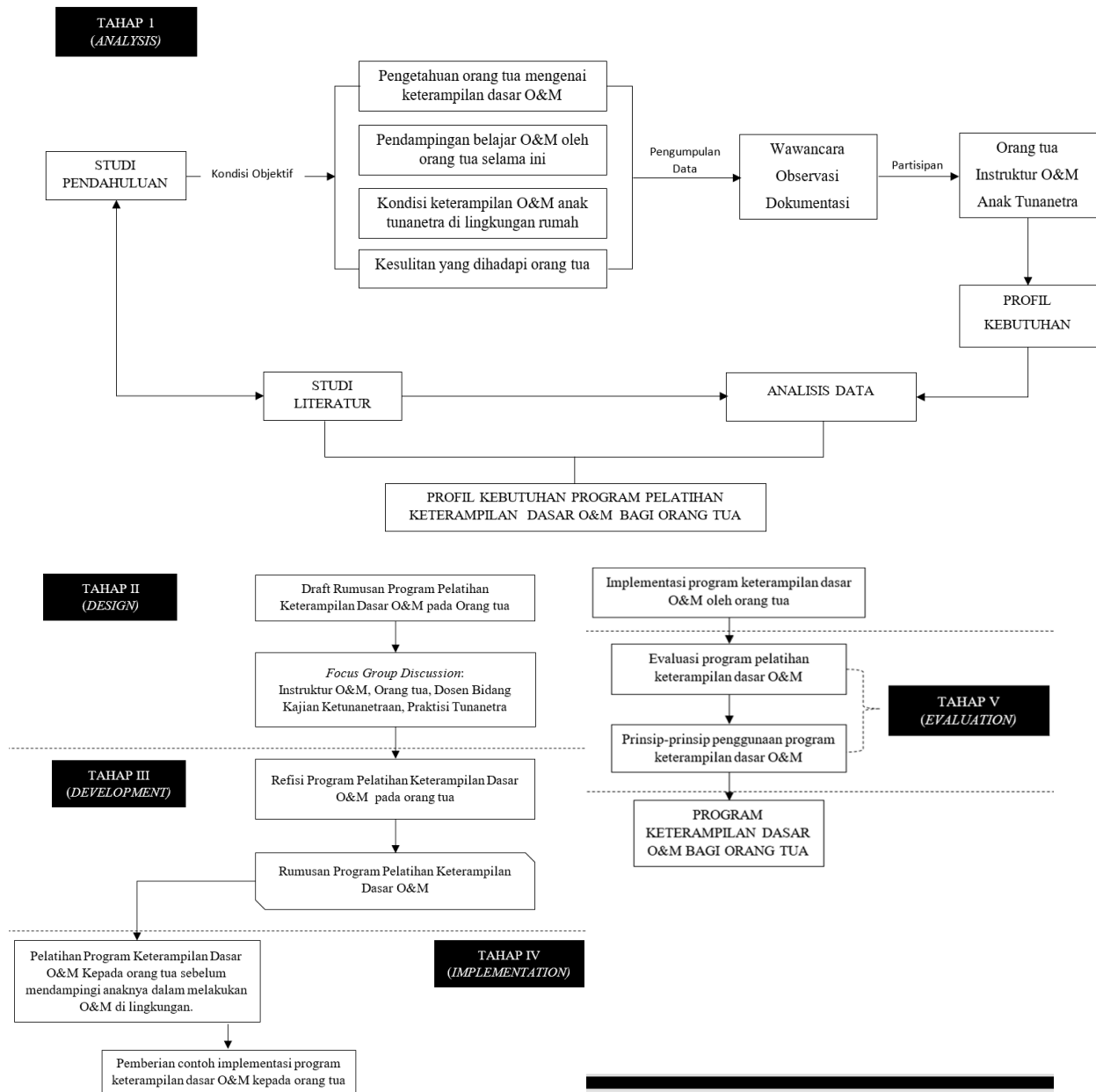


Figure 1. Research Procedure

This research focuses on empowering families to assist blind children. Growth and development in children, including the blind, will go through a lot in their immediate environment, namely the family. Empowering families in the process of assisting blind children are expected to be able to optimize their development according to the stages they should go through. Families, especially parents, can provide CSOM assistance through various

activities in the home environment, meaning that the social level within the scope of CSOM will focus on making assistance programs for children.

3. RESULTS & DISCUSSION

The implications of these findings refer to the abilities and barriers of blind children, where the child's development is not entirely optimal because almost all of the teaching and mentoring processes are borne by the school. According to Newman (2008), parents are uniquely positioned to develop children with special needs. Parents know their children best and are the most important people to children. Providing stimulation, security, support, and giving everything with love will help the child's development. This is in line with Bronfenbrenner's fundamental assumptions of ecological theory that children naturally live in a family environment, and positive interactions between children and family members become the dominant factor for optimal development (Bronfenbrenner, 1981). Learning opportunities in every child's natural environment and how children gain various experiences and opportunities from the natural environment significantly impact learning and development.

The objective conditions obtained as a result of the analysis are presented in the following table.

Tabel 1. Needs Mapping

Needs Kebutuhan	Potential	Implications on programmes
Parents have a limited understanding of the concept of CSOM	Parents always accompany their sons/daughters at school during O&M learning activities	A particular activity is needed in the form of a seminar/workshop to increase parents' understanding of CSOM.
Parents need to be given encouragement and strength for the belief in the independence of their child's life in the future, even with the obstacles they bear	Parents try their best to provide their children's education.	Giving motivation to the abilities possessed by blind children.
Difficulties in objectively assessing the needs and abilities of children with visual impairments.	Parents think positively that their children will be able to develop optimally by participating in learning activities at school.	Training is needed on how to comprehensively identify the abilities of blind children in order to provide an understanding of their children's current abilities and needs.
Parents still have difficulty verbally describing an object or concept, so the assistance so far for blind children is still abstract.	Parents have tried to assist their children, even though they have not fully referred to the principles of blind learning.	Teaching is needed how to explain a concept comprehensively verbally so that parents understand and can implement it during the mentoring process to children.

Needs Kebutuhan	Potential	Implications on programmes
<p>Parents need help teaching daily activities to independent children. Parents have realized the importance of patience in giving children learning opportunities, but this principle is ignored because parents want children's activities to be completed quickly.</p>	<p>Mothers are always by their side in their daily activities, so they have much free time to provide assistance.</p>	<p>It is necessary to describe the teaching of daily activities in the form of a guide accompanied by a training activity on how to read the guide and its implementation.</p>

The preliminary study found that parents still experience difficulties in assisting blind children. Assistance in daily activities for children's independence is still a challenge for parents (Boli, 2021; Burhein, 2019). Worries about wrong directions and parents' unwillingness to let their children meet their needs for fear of injury, tripping, and time efficiency contribute to children's independence. Children's independence in the home environment will undoubtedly help them quickly adapt to new environments, and it is easy to learn new things while in formal education (Hidayat, 2021). Thus, if parents in their natural environment can provide appropriate assistance, then the opportunity for blind children to achieve optimal development to be independent will be achieved. Involvement in families with children with special needs will undoubtedly affect the child's development (McWilliam, 2010). The family is a natural parent that spends more time with a child, so it significantly impacts the child's development. Involving parents in accompanying children will also be a practical step in developing the abilities of blind children (Rani & Jauhari, 2018; Tanjung & Megaiswari, 2019). In addition, parental involvement in mentoring is essential for improving children's learning and development (Kahn, Stemler, & Berchin-Weiss., 2009; Dunst, Bruder, & Espe-Sherwindt, 2014). Thus, it is essential to work with family members when they have child with special needed (Dunst et al., 2007).

Delays in the development of blind children are experienced in the early phases of development, because children are unable to imitate and gain knowledge through visuals, therefore parents must be able to identify children's needs as early as possible so they can provide proper assistance to their children (Christiani, 2017; Efflamengo & Asyrofi, 2019). In the research findings related to the accuracy of assisting blind children based on the needs of the child, parents have not been found who understand and identify their children beforehand. Parents tend to trial and error in the process, if it doesn't work then they are immediately assisted in meeting the child's needs. Then if the child complains and does not want to study with the assistance of the parents, then the parents cannot be firm and let the child have his way. Of course this happens because of the inaccuracy of assistance based on the needs of the child. As according to Salleh & Zainal (2010) acquiring social skills is not easy for blind children, but requires years of training and education. Opportunities for teaching social skills are not limited by the program model or by what is available but by the ability of teachers and parents to identify goals based on realistic expectations. Furthermore, Fazzi et al., (2005) explained that in children with greater visual impairment, interventions target manipulation and categorization of functions, help to consolidate cognitive development,

support orientation and mobility, and apply skills related with activities of daily life and communication. Individuals with visual impairments experience problems in carrying out activities of daily living (ADL), because vision is one of the main channels for learning environmental cues (Brouwer et al., 2008).

Delays in the development of blind children are experienced in the early phases of development because children cannot imitate and gain knowledge through visuals. Therefore parents must be able to identify children's needs as early as possible to provide proper assistance to their children. In the research findings related to the accuracy of assisting blind children based on the needs of the child, parents have not been found who understand and identify their children beforehand. Parents tend to trial and error in the process. If it does not work, they are immediately assisted in meeting the child's needs. If the child complains and does not want to study with the assistance of the parents, then the parents cannot be firm and let the child have his way. Of course, this happens because of the inaccuracy of assistance based on the child's needs. According to Salleh & Zainal (2010, p. 862), acquiring social skills is not easy for blind children but requires years of training and education. Opportunities for teaching social skills are not limited by the program model or by what is available but by the ability of teachers and parents to identify goals based on realistic expectations. Furthermore, Fazzi et al., (2005) explained that in children with more significant visual impairment, interventions target manipulation and categorization of functions, help to consolidate cognitive development, support orientation, and mobility, and apply skills related with activities of daily life and communication. Individuals with visual impairments experience problems carrying out activities of daily living (ADL) because vision is one of the main channels for learning environmental cues (Brouwer et al., 2008).

Helping blind children does require proper knowledge, both in terms of teaching principles and providing opportunities to learn something (Nisa et al., 2018; Pioh et al., 2017). So far, parents have had an awareness of education that focuses not only on the school when assisting blind children. However, this has yet to be reflected in the attitude when accompanying their children in their daily activities. Parents tend to prepare more for their children's needs and preferences to guide them rather than giving verbal directions when accompanying their children to move around in the environment. Therefore it is indeed essential to involve professionals (in this case, O&M teachers/instructors) in providing knowledge related to how to assist blind children while at home. One role of the O&M instructor is to consult with general education teachers, teachers of blind students, school personnel, and family members to provide suggestions and strategies for strengthening safe and independent walking skills (McNear, 2002). Parents are within the CSOM level to practice independent movement and traveling skills in various everyday settings with their children. When parents are included as part of the O&M team and as the first O&M teacher, blind children can reach the age/behavior-appropriate stages of movement and walk independently (Cutter, 2007). O&M specialists here must intervene to train families to strengthen self-efficacy to get the expected results for independent blind children traveling in the home environment (Wiener et al., 2010).



Figure 2. Documentation of Face-to-Face Workshop Activities

Learning in daily life activities in this home environment is the responsibility of the family, especially parents, where providing direct experience will provide meaningful learning for blind children. The ignorance of parents and the lack of independence in looking for references in accompanying children who are by the principles of teaching the blind make children less independent and dependent on their parents in carrying out their daily activities (Umam, 2020). This independence can be seen in eating, toilet, dressing, and shoes. All of these activities are daily activities that blind children often carry out. However, the lack of opportunities and giving clear instructions for children makes it difficult for children to learn these things. In this regard, Brambring (2007) explains that blind children can learn skills when they receive appropriate teaching principles, they are given guidance with sufficient cognitive ability, so they have the competence to turn verbal guidance and instructions into concrete actions. This means that the directions and instructions must clearly describe the mentoring situation to be taught.

Furthermore, Wardani et al., (2014) put forward four basic principles in blind learning: individual principles, concrete principles or direct experience, totality, and independent activity. The principle of concreteness/direct experience for the blind allows children to gain real experience of what they are learning so that the implications for learning must allow for direct access to the object or situation to be learned. By applying these principles, providing learning opportunities for children must be the main point when parents provide assistance

Assistance for blind children, when parents do it correctly, will undoubtedly be able to achieve the independence expected by parents. Therefore, to improve the ability of parents to provide proper assistance, a program will be created, which will be implemented in the form of a workshop. The making of the program is based on the needs of parents regarding understanding the concept of OMSK, especially social skills and mentoring tips that can be done in the home environment. The compiled program consists of 6 primary materials, namely: 1) being able to know orientation and mobility (O&M) and their application to daily activities; 2) being able to take care of themselves; 3) being able to carry out activities to care for and maintain clothing; 4) able to use and maintain the bathroom; 5) able to do kitchen activities; and 6) able to carry out activities in the dining room in an orderly manner.



Figure 3. Documentation of Face-to-Face Workshop Activities

The implementation of this workshop is divided into two types, face-to-face and online, due to unexpected conditions, namely the Covid-19 pandemic. The face-to-face workshop activities were held in March 2020 in 3 meetings and were attended by 14 parents. Each activity at each meeting was carried out for 2.5 hours. With each meeting, a simulation/practice was carried out with the material presented in the workshop activities.

This face-to-face workshop activity ran smoothly and was accompanied by the parents' enthusiasm in following each material and implementing the practice. The process of implementing this workshop was paused due to the Covid-19 pandemic, which was discussed earlier. The activity was postponed to anticipate its spread as the government's call, and re-planning was carried out.

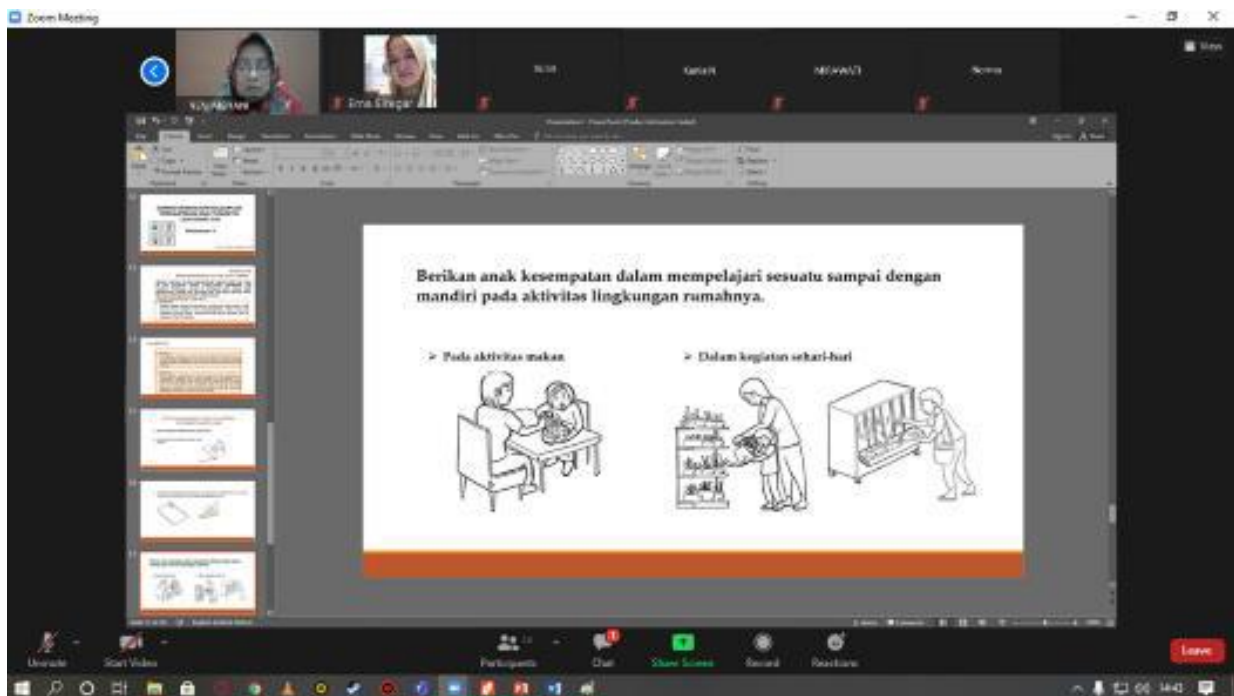


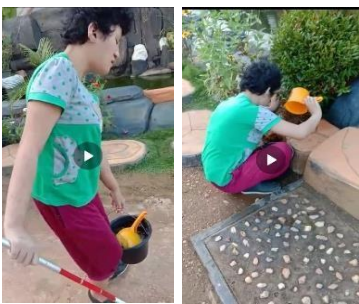





Figure 4. Documentation of Online Workshop Activities

Parents who participated in this workshop were tasked with practicing the mentoring process that had been discussed together by submitting video evidence of mentoring while at home. The following is documentation of parents' assistance while accompanying children at home.

Tabel 2. Documentation of Parental Assistance

Screenshot	Description
	<p>This screenshot shows parents giving their children the opportunity to take off their clothes when they are going to take a shower. The mother accompanies the child by assisting with directions so the child can take off his clothes.</p>
	<p>In this screenshot, a parent shows how he tries teaching his child to fold clothes independently. This opportunity is given to children with the hope that children will be able to carry out these activities independently.</p>
	<p>In this screenshot, several activities are simultaneously shown by parents in providing learning experiences to care for plants by watering them. This series before the watering process is what you want to give to children so that the complete concept of the watering can be obtained.</p>
	<p>Continuing with screenshots of different children, the child in the orange shirt is also given learning experiences in several activities. In the first activity, the child appears to be holding onions in both hands. This is intended for children to be able to identify onions and can feel their texture and aroma.</p>
	<p>In this screenshot, parents demonstrate giving their children the opportunity to learn to do their daily activities independently. The picture shows a child trying to go out the door to go to the bathroom, continuing to eat independently using his hands, and continuing with ablution and prayer activities.</p>

Screenshot	Description
	<p>In this screenshot, it can be seen that parents are assisting by utilizing various sizes of food storage containers. Children are asked to identify which one is the biggest to the smallest— followed by instructions to open the container lid intended to train fine motor skills and finger strength.</p>

Based on the research results, the assistance efforts carried out by parents after the workshop activities have progressed. Given the importance of assistance from the immediate environment, parents are uniquely positioned to develop children with special needs. They are the people who know their children best and are the most important people to them. Giving stimulation, security, support, and giving everything with love will help the child's development (Newman, 2008). In this regard, Brambring (2007) explains that blind children can learn skills when they receive appropriate teaching principles, they are given guidance with sufficient cognitive ability, so they have the competence to turn verbal guidance and instructions into concrete actions. This means that the directions and instructions must clearly describe the mentoring situation to be taught. By applying the correct principles for blind children, providing learning opportunities for children must be the main point when parents assist. Thus, the opportunity for children to achieve optimal development according to the stages of development is possible if it is done early on with proper assistance from parents and other family members.

4. CONCLUSION

The family-based CSOM skills program focusing on daily activities in the social field in the independence of blind children is a research finding that is expected to provide an overview of how to assist blind children. The main characteristics of this program are that it consists of several stages, namely awareness of the importance of direct assistance provided by parents, understanding of CSOM on the dimensions that parents and teachers can do, ways to identify, and procedures for assisting in daily activities. The implementation process shows that there are benefits seen from the efforts and enthusiasm of parents in participating in workshops and the process of direct application to children. Researchers believe that all parents have unlimited abilities to accompany their children. It is just that when they are hit by a crisis of confidence when faced child with special needed, parents need encouragement and direction. This program shows a change in a positive direction in the independence of blind children in daily activities. The implication is that parents have an essential role in guiding their sons/daughters according to the principles and rules of blind learning. Synergic collaboration between parents and teachers is the first step that must be taken in preparing children to reach even more complex learning stages in the future.

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