

The Teacher's Efforts in Improving Mobility Orientation Skill Through the Trailing Technique of Blind Children in Class Vii at Slbn Citeureup Cimahi City

Siti Rachmah^{1*}, Lalu Giyan Muri Pratama², Riska Andini Fajarema³, Siti Fitriliani⁴, Wina Ayuni⁵

¹ Nusantara Islamic University Bandung Indonesia
sitirachmah@uninus.ac.id

² Nusantara Islamic University Bandung Indonesia
lalugiyam@uninu.ac.id

³ Nusantara Islamic University Bandung Indonesia
riskaandini@uninus.ac.id

⁴ Nusantara Islamic University Bandung Indonesia
sitifitriliani@uninus.ac.id

⁵ Nusantara Islamic University Bandung Indonesia
winaayunii@uninus.ac.id

*Corresponding author: Siti Rachmah (sitirachmah@uninus.ac.id)

Received: 20 January 2023 **Accepted:** 15 April 2023

Citation: Rachmah S, Pratama LGM, Fajarema RA, Fitriliani S, Ayuni W (2023) The Teacher's Efforts in Improving Mobility Orientation Skill Through the Trailing Technique of Blind Children in Class Vii at Slbn Citeureup Cimahi City. History of Medicine 9(1): 482-489. <https://doi.org/10.17720/2409-5834.v9.1.2023.056>

Abstract

The visually impaired are individuals who experience abnormalities in vision that cause a person to experience visual limitations. Blind people can face significant impacts in various aspects of life, both physical, emotional, social, and psychosocial. One of the impacts of blindness is experiencing limitations in their mobility orientation abilities, making it difficult to move to a place. Improving the mobility orientation ability of blind children requires learning in recognizing an environment. One of the teacher's efforts is providing orientation and mobility lessons with basic concepts through the trailing technique. This research uses a qualitative approach with a descriptive method type, the techniques used are interviews, observation, and documentation. The results of the study found out the difficulties experienced by teachers in implementing mobility orientation learning, namely when carrying out activities outside the school must have more than one mentor so that the implementation can be directed. Recommendations for teachers always evaluate learning by watching when the learning process takes place. Efforts made by teachers when overcoming difficulties require more than one mentor so that implementation can be well-directed. Recommendations for schools to include teachers in training - training organized by the agency or other institutions to add insight and equip infrastructure so that children can learn optimally.

Keywords

Visually Impaired, Orientation, Mobility, Trailing Technique

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. (National Education System Law Chapter I Article 1). Article

31 of the 1945 Constitution guarantees that education is one of the rights of every Indonesian citizen. Every Indonesian citizen has the right, both normal citizens and those with special needs, to receive education.

According to Efendi (2006: 58), "The term special needs is explicitly addressed to children who are considered to

have abnormalities/deviations from the average condition of normal children in general, in terms of physical, mental and social behavioral characteristics."

Based on this understanding, children who are categorized as having needs in the physical aspect include abnormalities in the sense of vision (blind) hearing senses (deaf) speech disorders (speech impaired), and abnormalities in limb function (physically disabled).

Visually impaired comes from the word *tuna* which means damaged or lost and *netra* which means eye. So blind is an individual who experiences damage or obstacles to the eye organ. The medical definition of blindness is someone who has a total or severe loss of vision so that they cannot see clearly, or at all, even with vision correction or vision aids. Vision loss can be caused by a variety of conditions or diseases, such as congenital abnormalities, eye diseases, eye trauma, or nerve disorders that affect vision. The medical terms used to describe blindness are "total blindness" or "complete blindness", which refers to total vision loss, and "severe visual impairment" or "profound visual impairment", which refers to very severe vision loss with limited residual vision.

According to Hosni (2016:27) Visually impaired are "those whose vision is impaired so that it prevents them from functioning in education without the use of special tools, special materials, special training, and special assistance". Meanwhile, according to Garnida (2015: 6) Children with visual impairment are "children who experience visual impairment to such an extent that they need special services in education and life".

The existence of obstacles and limitations for them is not an obstacle to living their daily lives. Blind children experience limitations in their mobility orientation abilities so it is difficult to move to a place. In improving mobility orientation skills, blind children need to learn in recognizing an environment. According to Raharja (in Juliawan, 2011:4) that: "Blind children often experience difficulties in daily tasks both in terms of position, location, direction and connecting their position to their environment, even the simplest concept of spatial awareness". Therefore, to be able to orient with the environment, blind people must have a good mastery of self-concept and orientation and mobility techniques.

Visually impaired comes from the word *tuna* which means damaged or lost and *Netra* which means eye. So blind is an individual who experiences damage or obstacles to the eye organ. The medical definition of blindness is someone who has a total or severe

loss of vision so that they cannot see clearly, or at all, even with vision correction or vision aids. Vision loss can be caused by a variety of conditions or diseases, such as congenital abnormalities, eye diseases, eye trauma, or nerve disorders that affect vision. The medical terms used to describe blindness are "total blindness" or "complete blindness", which refers to total vision loss, and "severe visual impairment" or "profound visual impairment", which refers to very severe vision loss with limited residual vision.

Lydon and Mc. Graw (1987:4). "Orientation is a process of using one's remaining senses to determine one's position towards important objects in one's surroundings (Lowenfeld)". Mobility is the ability to move from one position to another, in another part of the same environment. Children with visual impairments often experience problems in mobility orientation because they experience obstacles in their vision.

Based on the results of a preliminary study conducted by researchers in December 2022, it was found that in SLBN A Citeureup Cimahi City several children did not understand a place so they had difficulty in moving places. Orientation and mobility learning at school is an effort made by teachers in helping blind children recognize their environment. The role of the teacher is one of the supporting factors for the success of orientation and mobility learning for students with blind disabilities. As stated by Sardiman, (2011: 144-146).

The classification of visual acuity according to WHO (Tarsidi, 2002: 5) is as follows:

Table 2.1

Visual Acuity	WHO Classification
6/6 to 6/18	Normal Vision
6/18 to 3/60	Low Vision
3/60 to 1/60	Limited vision to social blindness
< 1/60	True blindness

Somantri (2007:66) explains, blind children can be grouped into two types, namely:

1. Blind

It is said to be blind if the child is completely unable to receive external light stimuli (vision = 0) or refers to those who have lost all visual ability and cannot see at all.

2. Low vision

When the child is still able to receive light stimuli from outside, but the acuity is more than 6/21 or refers to those who still have residual vision but have limitations in seeing objects or performing daily activities without assistance.

3. Any obstacles that all individuals have will certainly have an impact on every aspect of their

development, as well as blindness. The visually impaired can face significant impacts in various aspects of life, including physical, emotional, social, and psychosocial. Some common impacts of visual impairment include:

1. Limitations in daily activities: Visually impaired people may have limitations in performing daily activities such as walking, communicating, taking care of themselves, or working independently (Aulia 2020). They may need assistance or changes in their environment to increase their independence.
2. Changes in quality of life: Vision loss can affect the quality of life of visually impaired people, including physical, emotional, and social impairments (Kiptiya 2014). They may face challenges in daily life, participating in social activities, or maintaining mental health.
3. Social challenges: Blindness can affect a visually impaired person's social interactions, whether in a family, friend, or community setting (Harimukhti 2017). They may face social isolation, communication difficulties, and limited access to social environments and activities.
4. Limited mobility: Vision loss can affect a visually impaired person's ability to move around, whether driving, using public transportation, or walking in unfamiliar environments (Lisinus 2020:4). They may need aids or technical assistance to help with their movement.

Based on these definitions, it can be concluded that Orientation and mobility are basic concepts related to an individual's ability to orientate and move independently in an environment. Orientation is the ability to recognize, interpret, and understand your environment, including recognition of place, time, and surrounding objects. Mobility refers to an individual's ability to move or navigate independently in open spaces and indoors.

Research Methodology

This research uses a qualitative research approach with a descriptive method. The descriptive method is a research method that functions to solve problems faced in the present. In connection with this, Nazir (1988: 63) states that the "Descriptive method is a method of researching either the status of a group of people, conditions, objects, systems of thought or a class of events in the present. The purpose of this type of research is to make a description, description, or painting systematically, factually, and accurately about the facts, properties,

and relationships between the phenomena studied". Based on the quote above, the descriptive method is a research method used to describe problems that occur in the present or are ongoing, aiming to describe what happened as it should at the time the research was conducted..

Research using descriptive methods. to examine the current situation using research instruments. According to Arikunto (2011: 15), research instruments are "Tools selected and used by researchers in carrying out their activities to collect data so that these activities become systematic and made easier by them". In this study the instrument is the researcher himself or referred to as a human instrument, besides that, it is added with interview instruments, observation instruments, and documentation made by researchers to collect data so that the results are more accurate.

Data collection techniques are observation, interviews, and documentation. According to Arifin (2011: 170), the definition of observation is "a process of observing and recording systematically, logically, objectively and rationally about various phenomena, both in actual situations and in artificial situations to achieve certain goals". Based on this explanation, it can be interpreted that observation is a research technique by observing, recording, and remembering various kinds of events related to proportional knowledge or knowledge that is directly obtained by data at the time of research.

The second data collection technique is interviews, according to Moleong (2010: 186), "Interviews are conversations with a specific purpose. The conversation is carried out by two parties, namely the interviewer or called the interviewer who asks questions and the interviewee or called the interviewee who provides answers to the questions asked". Based on the explanation above, it can be interpreted that an interview is a process of conversation between two parties who ask questions and who give answers. In this study, the party to be interviewed is the class teacher, regarding the teacher's efforts in improving mobility orientation skills through trailing techniques for blind children in class VII at SLBN Citeureup Cimahi City.

Documentation according to Sugiyono (2018: 476) documentation is "a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research". Documentation in this study is in the form of lesson plans, syllabi, programs, child data, mapping, and books relevant to the research. The subjects in this study were 3 blind children and 1 teacher.

Results and Discussion

Results

The ability of 3 children in mobility orientation in general can mention and show conditions, teachers try to train children by using trailing techniques, children mention the position of the wall, mention the condition of the wall, show the position of the wall, show the condition of the wall. can recognize the road around by mentioning the condition of the road/floor and showing the condition of the road/floor, recognize the trailing technique by mentioning the position of the hands when moving the trailing technique, mentioning, demonstrating, and practicing this technique by the part of the hand used when moving the trailing technique, mentioning the environmental conditions when moving the trailing technique (such as potholes/floors, smooth roads/floors, uphill roads/floors, downhill roads/floors).

The design of orientation and mobility learning for blind children at SLBN Citeureup Cimahi City is in line with the preparation in learning. Preparation in learning is very necessary to be carried out before carrying out learning activities which include activities such as setting learning objectives and also clear assessment criteria. The design of orientation and mobility learning for blind children at SLBN Citeureup Cimahi City is based on the curriculum owned by the school, with the curriculum can be a teacher's guide in making teaching modules.

Apart from the curriculum, there are other learning designs prepared by classroom teachers before conducting orientation and mobility learning, namely teaching modules. consisting of several components, namely core competencies, basic competencies, indicators, objectives, materials, methods, learning activities, media, and learning evaluations. The components in the teaching module are based on the development and abilities of children, as well as the environment around children, orientation, and mobility learning carried out by teachers aims more at children's independence in carrying out daily activities.

The preparation of teaching modules is based on existing principles, such as being arranged sequentially and based on existing KD, adapted to the abilities and development of blind children, these initial abilities are obtained through assessments conducted by the teacher himself, teaching modules made by teachers are not based on the gender of blind children. The preparation of teaching modules is also inseparable from several

aspects of blind children themselves such as intellectual level and potential, interests and talents, special needs, emotions and social, learning styles, environment, and also norms and values.

The implementation of orientation and mobility learning for blind children at SLBN Citeureup Cimahi City is carried out 4 hours a week, the time is adjusted to the schedule of blind children.

Learning activities begin with the introduction, core, and closing activities. In the initial activities, the teacher greets the children, checks the children's attendance, prays, invites the children to remember the previous lesson, repeats the learning, and prepares any tools needed during learning.

Core activities begin with mentioning learning objectives, telling and explaining what material will be learned, in carrying out learning the teacher tries to create an interesting and fun classroom atmosphere, the teacher also does not forget to provide motivation and enthusiasm for learning. When implementing learning the teacher tries to understand the emotions and social of children, in carrying out orientation and mobility learning in SLBN Citeureup Cimahi City, more on the skills of using sticks as a basic technique of orientation and mobility, namely in moving and moving places effectively with the help of senses that still function in establishing self-position and recognizing objects in the surrounding environment.

In the closing activity, the teacher and the child conclude the material, the teacher asks the child again about the learning that has been learned, then conducts an assessment of the results of orientation and mobility learning, the assessment carried out by the teacher is usually in writing and action tests or direct practice. After that the teacher asks the child to practice the learning at home, this is intended so that the child can better master the learning of orientation and mobility, then the teacher gives an overview to the child on what material will be learned for the next lesson.

The difficulties experienced by teachers in implementing mobility orientation learning using the trailing technique, namely when the teacher guides more than one child when going to carry out orientation and mobility outside the school environment, the teacher has difficulty, therefore the teacher needs other mentors so that the conditions for implementing orientation and mobility outside the school environment can be directed properly.

Efforts made by teachers in overcoming the above difficulties by doing so with the help of other mentors because when carrying out orientation and mobility activities outside the school environment

cannot be carried out by one teacher alone, because the conditions of implementation will not be directed.

Discussion

Blind children are children who experience obstacles in vision, due to loss of the sense of sight, blind children are very limited in their ability to move within the home room, as well as outside the home, therefore mobility orientation is an important method taught to blind children to move and walk at home and public places.

According to Somantri (2015: 65) that "Children with visual impairments are more commonly called blind children" The definition of blindness is not only those who are blind but also includes those who can see but are very limited and cannot be utilized for the benefit of daily life, especially in learning.

The above characteristics show that visually impaired children experience problems that hinder their activities and lack of broad experience, which is due to the limited information received and limitations in mobility orientation.

Mobility orientation according to Lydon and Mc. Graw (1987:4). "Orientation is a process of using the senses that still exist to determine one's position towards important objects that are around him (Rosenfeld)".one of the mobility orientation learning for the blind is the trailing technique.

Teachers do direct practice in teaching mobility orientation with trailing techniques utilizing the environment around the school. The child is given minimal guidance to recognize the surrounding environment by mentioning, demonstrating, and practicing the position of the wall, mentioning the condition of the wall, showing the position of the wall, showing the condition of the wall, recognizing the surrounding road by mentioning the condition of the road/floor and showing the condition of the road/floor. the child mentions the position of the wall, using the part of the hand used when moving the trailing technique, and mentions the environmental conditions when moving the trailing technique (such as potholes, smooth roads/floors, uphill roads/floors, downhill roads/floors).

Evaluation of the orientation and mobility learning program is carried out by the class teacher after each lesson so that the teacher knows where the success of the learning design and learning implementation is.

The difficulty experienced by teachers in implementing mobility orientation learning is that when carrying out activities outside school, they

must have more than one mentor so that the implementation can be directed.

Teacher efforts made by teachers in overcoming the above difficulties by doing so with the help of other mentors so that the implementation of orientation and mobility outside can be directed.

Conclusions and Recommendations

Researchers will draw conclusions based on the theory that underlies this research, as well as the results of research in the field as described and recommendations to related parties.

Conclusions

The ability of blind children after being given mobility orientation learning through trailing techniques given minimal guidance to recognize the surrounding environment by mentioning the position of the wall/wall, mentioning the condition of the wall, showing the position of the wall, showing the condition of the wall, recognizing the road around by mentioning the condition of the road/floor and showing the condition of the road/floor.

Teachers have difficulties in carrying out orientation and mobility activities when the implementation activities are carried out outside the school environment, so they must have more than one mentor who participates in carrying out orientation and mobility activities when outside the environment.

The role of the teacher is as a motivator, mediator, and facilitator. Efforts made by teachers when overcoming difficulties require more than one mentor so that the implementation can be well-directed.

Implications

In the teacher's efforts to improve mobility orientation skills through trailing techniques for blind children in class VII at SLBN Citeureup Cimahi City, it gives implications 1) When implementing learning, teachers try to understand the emotions and social of children, it is because each child has a different condition if the implementation of learning is forced in a child's poor condition, the results obtained are also not good. 2) In the implementation of learning the teacher also includes how to behave and behave in everyday life, because in the end, blind children will meet with the wider community, so the teacher tries to shape attitudes and behavior by the norms and values that exist during society, and 3) Teachers ask children to

practice the learning at home, this is intended so that children can better master the learning that has been taught.

Recommendations

The recommendations in this research are intended as follows:

For Teachers,

Based on the facts in the field the difficulties faced by teachers in learning are how to introduce space through mobility orientation, then to achieve the goals in this learning the teacher must use the right training method so that children can follow every example done by the teacher.

For School

As input for schools, schools should include teachers in training - training that is held both by the agency and other institutions, so that teachers can modify the methods taught to blind children, schools also need to add infrastructure as learning support.

For Future Reseachers

This study focuses on mobility orientation carried out on blind children, the results of the study are expected to be reference material for further researchers.

Bibliography

- Aulia, F. D., & Apsari, N. C. (2020). *Peran Pekerja Sosial Dalam Pembentukan Kemandirian Activity of Daily Living Penyandang Disabilitas Netra. Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 7(2), 377.
- Asrori. (2020). *Psikologi Pendidikan Multidisipliner*. Purwokerto : Pena Persada.
- Arikunto. Suharsimi (2010). *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Efendi, M. (2006). *Pengantar psikopedagogik anak berkelainan*
- Fitria, I. T., Purnomosidi, F., & Musslifah, A. R. (2020). *Kebermaknaan Hidup Penyandang Tuna Netra di Yayasan Kesejahteraan Tunanetra (Yaketuntra) Surakarta* (Doctoral dissertation, Universitas Sahid Surakarta)
- Garnida, D. (2015). *Pengantar Pendidikan Inklusif. Bandung* : Refika Aditama.
- Harimukthi, M. T., & Dewi, K. S. (2017). *Eksplorasi kesejahteraan psikologis individu dewasa awal penyandang tunanetra*. *Jurnal psikologi undip*.
- Hosni, Irham (2016). *Pendidikan Anak Tunanetra*. Universitas Pendidikan Indonesia.
- Kiptiya, M. (2014). *Pengaruh harapan terhadap kualitas hidup yang diperantarai dukungan sosial pada penyandang cacat netra Unit Pelaksana Teknis Rehabilitasi Sosial Cacat Netra*. Malang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Lisinus, R., & Sembiring, P. (2020). *Pembinaan anak berkebutuhan khusus (sebuah perspektif bimbingan dan konseling)*. Yayasan Kita Menulis.
- Moleong, Lexy J (2007). *Metodologi Penelitian Kualitatif*. Bandung:PT Remaja Rosdakarya Offset.
- Putri, T. D. (2007). *Kebutuhan Aktualisasi Diri pada Remaja Penyandang Tunanetra yang Bersekolah di Sekolah Umum Ditinjau dari Kematangan Emosi dan Self Disclosure* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Smart, A. (2010). *Anak cacat bukan kiamat: Metode pembelajaran dan terapi untuk anak berkebutuhan khusus*. Yogyakarta: Katahati.
- Somantri, Sutjihati (2012). *Psikologi Anak Luar Biasa*. Bandung: PT . Refika Aditama
- Soetjiningsih, C. H. (2018). *Seri psikologi perkembangan: perkembangan anak sejak pemuahan sampai dengan kanak-kanak akhir*. Kencana.
- Sugiyono, (2016). *Metodologi Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung : PT Alfabeta.
- Tuminto, D. (2007). *Keterampilan Berbahasa*. Jakarta : Rajawali Pers.
- Wikasanti, E. (2014). *Pengembangan Life Skills untuk Anak Berkebutuhan Khusus*. Jogjakarta: Redaksi Maxima.
- Winaputra. (1998). *Buku Materi Pokok Strategi Belajar Mengajar*. Jakarta : PPMG Depdikbud.