

Learning Strategy for Blind Students in Biology Lessons

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Abstract: The condition of a crew sometimes affects the transfer of knowledge to students with special needs, for example blind students who have barriers that will impact on the way students learn. The existence of these obstacles affect the way students learn during the biology lessons in public schools (SMPN). Based on this background the formulation of this research problem is how to learn blind students on biology lessons at SMPN 1 Rengel, what are the supporting factors and inhibiting the way students learn. Type of research used in this research is descriptive research type with qualitative approach. The conclusion of this research is that the respondents follow the regular class which is fully supported by various preparations from the family, school and environment which is manifested in the preparation of the means, the body, the determination and the mind. categories on audiotorial and kinesthetic ways. The existence of good cooperation between school and family to be a factor supporting the way belajar students while the inhibiting factor is the absence of teachers who have teaching skills.

Keywords: learning method, children with special needs blind, biology, junior high

I. INTRODUCTION

School preliminary Education is a basic need for human beings or living creatures. Education is an important part in the formation of a human being into a better person from different sides of life. Education is therefore a mandatory requirement for all individuals, including for Children with Special Needs (ABK). Mangunsong (2009) states that children with special needs are: children who deviate from the average normal child in terms of: mental characteristics, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of two or more of the above; insofar as it requires modification of school tasks, learning methods or other related services, aimed at the development of its potential or capacity to the fullest.

Along with discrimination against ABK, various demands of ABK arose in the effort to fulfill their rights, especially in obtaining the need for fair and equal education. As a result of this tuntutan, the concept of inclusive education is born. In Indonesia, government support for the implementation of inclusive schools is contained in Law No. 20 of 2003 on National Education System. In the explanation, Article 15 and Article 32 state that special education is an education for learners with disabilities or learners who have extraordinary intelligence that is held inclusively or in the form of special education units at primary and secondary education level (MoNE, 2013).

As is the case in Kabupaten Tuban, which has been appointed by the Dinas Pendidikan as an Inclusive City, so in every sub-district of Tuban Regency it has also been required by local governments to have inclusive schools in every level of education, from elementary school to junior high school. The discourse from the Education Office of Tuban Regency also states that inclusive education will be continued at the Upper School level for the period of 2017/2018.

Similar to general education, inclusive education in Tuban district is also not likely to experience barriers in the learning process, especially in special needs students from both internal and

external. Various examples of these barriers directly affect the transfer of knowledge in students with special needs so that it also directly affects the way children learn special needs.

Especially in blind students the limitations in viewing become a major obstacle in the learning process. The commonly used learning model is with Braille writing communication.

II. METHODS

Type of research used in this research is descriptive research type with qualitative approach. Qualitative research is a study conducted in a natural setting, playing the researcher as an instrument of data collection, using inductive analysis, and focusing on meaning according to the participant's perspective (Moedzakir, 2010). This is in line with the opinion of Bogdan and Taylor (Moleong, 2013) stated ualitative approach is a research procedure by producing descriptive data, namely as a research procedure that produces descriptive data in the form of words written or spoken from people and behaviors that can be observed. The data collection techniques are based on interviews, observations, and documentation studies. In the interview the instrument is the teacher, the parents, and the students themselves.

III. RESULTS AND DISCUSSION

Supporting Factors How to Learn Students with Special Needs of the Blind at SMPN 1 Rengel.

1. Teachers work together to find the easiest method to deliver the material

SMPN 1 Rengel is a public school that has not previously taught or handled special needs children with visual impairment. VN's sister move to this school had previously experienced pros and cons because the teachers do not have the skills to teach ABK Tunanetra. As a new student in the school would not want the school must prepare a learning technique in accordance with VN's sister (Mangunsong, 2009). This is a must for the school so VN's sister can attend the lessons and can graduate from junior high school.

2. There are friends who accompany in class and outside the classroom

VN's sister when leaving for school is delivered by grandpa. Sometimes when meeting with his classmates, grandfather is not molengantarkan up into the class again. Classmates who often help if VN's brother came in class. Classmates will lead VN's sister when going out of class. The introduction of the school environment is done by his closest friends (MoNE, 2013). At the time of giving the material in the class of friends sebangkunya will accompany him, but if not entered will be replaced with other students. If you have difficulty in theory and prktek teacher and his friends will be happy to help

3. Giving motivation to learn more for VN's sister so as not to lag behind

Family or all the school together to build cooperation to encourage VN's sister to be more excited about the knowledge to be gained. Form of motivation that duberikan the family of tutoring outside school hours so as not to miss the material at school.

4. Adequate school facilities for the learning process of VN's sister

VN's sister who moved to a regular school "forced" into an inclusive school that does not have educators and learning support tools in line with ABK. In addition to being in a regular school, VN's sister is also in an ordinary class where during the day crew along with other students (normal) with the same curriculum. This means that all the facilities provided by the school are the same as in general, there is no specialization for ABK students (MoNE, 2013). Removal of VN sister who in the even semester of class IX, so that the material presented is not much in practice but more on the reproduction of the material in class VII and VIII and many on try out.

The facilities that have been provided by the school to support the learning especially in the biology lesson is to have teachers who are competent in the field, has one room of biological labolatorium with an area of 8 m x 14 m. The practical supporting tool consists of 53 types, while for supporting material have four kinds of supporting tools such as microscope, cover glass, magnifier and glass object (MoNE, 2013; Mangunsong, 2009). Inhibiting Factors How to Learn Students with Special Needs of the Blind at SMPN I Rengel:

- a. Not Have The Ability Of Teaching Students with Special Needs of the Blind. As a professional educator, teachers are given training to teach the students, but not all teachers get training on subscribing to the visually impaired ABK
- b. Having difficulty on image problem because it is difficult to be explained in spoken language. Constraints experienced by teachers and friends who accompany VN's sister is explaining about pictorial. This difficulty because the selection of language that is able to describe the object to match the imagination of VN's sister is very difficult

- c. Teacher Not Preparing Soft Copy Material That Will Be Taught to VN's sister. According to biology teacher who teaches VN's brother said that the delivery of material using LCD projector, it is chosen because it will be more time-saving and efficient for students.

IV. CONCLUSION

Based on the results of research can be concluded that:

1. How to learn ABK Tunetra students namely VN Adik follow regular classes with other students with the same curriculum. The way of student learning is fully supported by the various preparations of families, schools and the environment embodied in the preparation of the means, the body, the determination and the mind. How to learn VN's sister is categorized in audiotorial and kinesthetic ways.
2. Factors supporting the learning ways of students with visual impairment of the visually impaired teachers who work together to find the easiest method to provide material, the presence of friends who accompany the classroom and outside the classroom, adequate school facilities for learning process VN brother, The existence of cooperation between the school and parents to the development of the VN Sister and Provide motivation to learn more for VN's sister so as not to lag behind the material.
3. The inhibiting factors experienced by students, teachers or families ie teachers do not have the ability to teach students with special needs visually impaired, have difficulty on the matter of images because it is difficult to explain in oral language and the teacher does not prepare soft copy of the material will be taught to VN's sister.

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