

INTERNALIZATION OF CHILDREN'S INDEPENDENCE VALUE; MANAGEMENT OF ORIENTATION AND MOBILITY PROGRAMS FOR CHILDREN WITH BLIND

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Abstract:

The issue that schools, parents, and the community still lacks attention to the independence of blind children and even stereotypes of blind children who are considered to be dependent on others for their whole life becomes the basis for this research. This study aims to obtain an empirical picture of the internalization of the value of independence through orientation and mobility programs for blind children at extraordinary school. This research uses a qualitative with case study. Researchers used interviews, observations, and documentation to obtain accurate and accountable information. The data analysis technique is carried out in stages, including data reduction, presentation, and conclusion. The results showed that the internalization of the value of independence through orientation and mobility programs for blind children began with planning, implementing, and evaluating the program's success. This research has implications for the importance of strengthening the value of students' independence through innovative and superior programs arranged in a planned and systematic manner so that the desired goals can be achieved optimally.

Keywords : *Independence Values, Orientation and Mobility Programs, Blind, Extraordinary Schools*

Abstrak:

Isu bahwa sekolah, orang tua dan masyarakat masih kurang perhatian terhadap kemandirian anak tunanetra, bahkan stereotype terhadap anak tuna netra yang dianggap sepanjang hidupnya menggantungkan diri kepada orang lain menjadi dasar bagi penelitian ini. Penelitian ini bertujuan untuk memperoleh gambaran empiris tentang internalisasi nilai kemandirian melalui program orientasi dan mobilitas pada anak tunanetra di Sekolah Luar Biasa. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Untuk memperoleh informasi dan data yang akurat dan dapat dipertanggung jawabkan, peneliti menggunakan interview, observasi dan dokumentasi. Teknik analisis datanya dilakukan secara bertahap, yang dimulai dari reduksi data, penyajian data dan diakhiri dengan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa internalisasi nilai kemandirian melalui program orientasi dan mobilitas pada anak tunanetra dimulai dengan kegiatan perencanaan, implementasi dan evaluasi keberhasilan program yang dilakukan. Penelitian ini memberikan implikasi terhadap pentingnya penguatan nilai kemandirian peserta didik melalui program inovatif dan unggulan yang ditata secara terencana dan sistematis, sehingga tujuan yang diinginkan dapat tercapai dengan optimal.

Kata Kunci : *Nilai Kemandirian, Program Orientasi dan Mobilitas, Tunanetra, Sekolah Luar Biasa*

INTRODUCTION

Independence is essentially a condition in which a person has the freedom to act (Bungsu et al., 2018), can carry out various activities that arise on his impulse without the influence, do not depend on others, and have strong self-confidence. Independence is understood as an attitude that allows a person to act freely, do things on their own with the help of others, think and act original, creative, and full of initiative, influence the environment, have self-confidence, and get satisfaction from their efforts (Ansori et al., 2019; Nuritha & Tsurayya, 2021).

Independence is more accessible to achieve by alert children (children in general) than blind children; blind children have obstacles in their vision (Kusuma, 2018; Praptaningrum, 2020), so blind children find it difficult to achieve independence in their life. His life. Because blind children have obstacles in their independence, they need the help of others (Wibawa, 2018). However, blind children will be able to develop their independence if they blind child get the proper guidance and training both at home and at school (Rahmat, 2019; Fatimah et al., 2021). With proper guidance and training in developing the independence of blind children, the blind children will be more confident in their orientation and mobility; for example, they can freely move from one place to another desired, perform various activities to meet their needs, imitate movements done by others without feeling afraid and hesitating to do it.

However, there are issues in the field that the internalization of the value of independence in blind children has not received much serious attention from parents, teachers, and the community. This lack of attention is caused by several factors, including many parents who have blind children who do not care about their child's condition or some parents who have an overprotective attitude towards their children. Vice versa, some parents refuse the presence of their children who are blind because the parents have feelings of shame or other reasons. This is because the teacher does not have a mature independence value program planning for blind children, so that in the implementation of the learning, the teacher feels confused, or because the teacher in making plans is not based on the characteristics, abilities, and needs of students. Other causes are also due to the lack of supporting facilities to assist the accessibility of blind children, and even people are less concerned about the existence of blind children.

Facts in the field show that researchers have found a blind child (in an SLB in West Java) aged 17 years in class X, a girl whose independence score is still low. He was afraid to walk alone without being accompanied by his family or caregivers. He does not understand some basic concepts; he cannot even button his shirt. Likewise, even eating, he can not do it alone. His family or caregivers are constantly feeding him. The way he walks is very stiff. He does not know how to get to his class without the teacher's help or the one who takes him to school. From this, the researcher thinks, who is at fault? Or is it because the teacher does not carefully plan to teach independence to the child? Or is it because the infrastructure is not supportive? or is the school environment not

accessible? The teacher in teaching orientation and mobility does not use careful planning, or in teaching orientation and mobility, the teacher does not use the correct method? Or because of the ability of his children who are less? Alternatively, is it because of family factors that do not support their children to be independent? Alternatively, because people do not care about the existence of blind children?.

In schools that can help the independence of blind children so that their self-confidence arises the presence of a teacher who has compassion and sincerity in guiding and training blind children because teachers are the spearhead and determinants of the success of education in schools (Kayabaşı & Esra, 2020; Kistoro et al., 2021). In addition, to help foster self-confidence so that blind children can have independent values, schools must coordinate, join hands, communicate with each other, work hand in hand with parents so that the education carried out in schools synergizes with parental education at home.

To develop the independence of blind children, teachers at schools must internalize values with the right value internalization stages because with the correct value internalization stages, blind children will easily understand learning. Internalization of values instills specific values that become the impetus for a person to act based on his choice (Fadhil, 2018; Ridho, 2019). Internalization of values aims to shape the whole human personality; in other words, these goals are expected to be used to achieve human beings, which has implications for value education as a whole educational practice (Fitriani, 2018; Bali & Fadilah, 2019).

With the statements of the figures above, the researcher can view that the internalization of values is a continuous process of instilling values into individuals starting from the child being born for a change in attitudes, behavior, norms, desires, feelings, and emotions. Therefore, by using the stages of internalizing the correct values in guiding and training independence in blind children, blind children will be faster in achieving their independence.

In schools, teachers who guide and train the independence of blind children are teachers who teach particular orientation and mobility programs (Yudhiastuti & Azizah, 2019). Ideally, in addition to having competence and skills in the academic field in the special education department with specialization A (blindness), the teacher has also received a certificate of orientation and mobility training (Yulianti & Sopandi, 2019). Providing particular orientation and mobility program lessons for blind children will develop the value of independence for blind children. Therefore, teachers who teach particular orientation and mobility programs must have proper planning, carry out learning in the right stages, have evaluation tools, and carry out evaluations appropriately to realize the goals the teacher wants to achieve.

In their research, Wahyuno et al., (2020) said that orientation and mobility are understood as an effort so that blind people can move according to their goals in all environments safely, efficiently, pleasantly, and independently. Furthermore, Mayori et al., (2021) dan Sidik et al., (2020) say that orientation and mobility learning starts from what blind people know to what they do not

know, from the concrete to the abstract, from the easy to the easy, challenging from the simple to the complex, from the quiet environment to the bustling environment, and from the immediate environment to the broader environment. According to the researcher, orientation and mobility are inseparable units; the two words complement each other and function to help the independence of blind children.

However, in internalizing the value of independence, it cannot be separated from the perspective of general education and character because general education and character education are values education that aims to form good citizens, namely citizens who can understand and understand their rights and obligations as citizens and can place themselves by the existence where they are and can face various challenges. The problems he faces with various insights into the disciplines that are mastered to solve them and the value of independence is one of the character values that must be mastered by individuals (Kusumadewi & Yustiana, 2020).

Based on the above phenomenon, the researcher was moved to research the internalization of the value of independence through orientation and mobility in blind children. This research is expected to help blind children develop self-confidence, so this researcher's idea can also be used as research for a meaningful doctoral dissertation. This study aims to understand teachers' planning, implementation, and evaluation in internalizing the value of children's independence through the Orientation and Mobility Program for blind children at SLB Negeri Ciamis, SLB YKSB Cijeungjing, and SLB Agrowisata Shaleha Panjalu?

RESEARCH METHODS

This study uses a qualitative approach with the type of case study method to describe a phenomenon or fact in the social environment. In addition, the research aims to know the actual conditions intensively regarding the internalization of the value of independence through orientation and mobility programs for blind children. The informants of this research are three teachers who teach particular orientation and mobility programs for blind children at SLB Negeri Ciamis, SLB YKSB Cijeungjing, and SLB Agro-tourism Shaleha Panjalu.

The researchers want to examine the problem is planning, implementing, and evaluating the internalization of the value of independence through orientation and mobility programs for blind children at SLB Negeri Ciamis, SLB YKSB Cijeungjing, and SLB Agrotourism Shaleha Panjalu. Data collection techniques using interviews, observation, and documentation. The data analysis used refers to the concept of Miles and Huberman, namely; Data reduction, wherein this study the researcher selects, sorts the data according to the problems found in the field, and provides a more focused picture of the results of observations in the field and lasts during the research period. Data Display is an attempt to present data to see the overall picture of the data or certain parts of the research. Data conclusion drawing/verification is concluding a research finding.

RESULTS AND DISCUSSION

The results showed that the planning, implementation, and evaluation of teachers in internalizing the value of children's independence through the Orientation and Mobility Program for blind children at SLB Negeri Ciamis, SLB YKSB Cijeungjing, and SLB Agrotourism Shaleha Panjalu as follows;

Planning

Based on the results of the study, researchers obtained data from three teachers who teach in a particular orientation and mobility program about planning the internalization of the value of independence through an orientation and mobility program for blind children at SLB Negeri Ciamis, SLB YKSB Cijeungjing, and SLB Agrotourism Shaleha Panjalu as follows; In preparing the plan, the three teachers both refer to the vision, mission, and goals of the school. Before planning, the three teachers first assessed the initial abilities of blind children to know the concept of independence controlled by blind children, the concept of independence that blind children had not mastered, and the concept of independence needed by blind children. The assessment results are used as the basis for analyzing the essential competencies contained in the orientation and mobility program.

The plans prepared by the three teachers include; preparation of annual programs, semester programs, syllabus development, and planning of learning programs. The plan is prepared at the beginning of the new school year. The annual program is structured over one year and developed into two semesters (semester program). The semester program is developed into a syllabus; then it is developed into a learning program plan. In the preparation of the learning program plan, the three teachers have determined the components, including; a) formulate learning objectives by the established indicators; b) determining the subject matter according to the characteristics, abilities, and needs of students; c) determining the appropriate method; d) determine the media/props and learning resources by the subject matter; e) determine the learning steps; f) determine the time allocation; and g) determine the assessment according to the cognitive, affective and psychomotor aspects. The preparation of planning can not be separated from the active role of the principal through the supervision of the class, by guiding, directing, motivating, and providing input as well as providing the facilities needed. Merancang sebuah perencanaan dalam pembelajaran sangat penting bagi guru. Perencanaan merupakan suatu proses yang berisi serangkaian kegiatan sebagai acuan dalam pelaksanaan pembelajaran (Adhimiy, 2018). Berdasarkan temuan di lapangan bahwa guru yang mengajar program khusus orientasi dan mobilitas di SLB Negeri Ciamis, SLB YKSB Cijeungjing dan SLB Agrowisata Shaleha Panjalu telah menyusun perencanaan sesuai dengan peraturan yang dipersyaratkan. Adapun perencanaan yang mereka susun adalah perencanaan dalam internalisasi nilai kemandirian melalui program orientasi dan mobilitas pada anak tunanetra.

Planning for blind children is not as easy as planning for visually impaired children (normal children). This is because blind children have obstacles in their vision, so the teacher must create a plan that is genuinely by

students' characteristics, abilities, and needs. With the presence of blindness in someone, it will automatically cause limitations. Because of these limitations need educational services are specifically designed to develop their potential optimally (Suherman et al., 2019; Wulandari & Fauziah, 2020).

The analysis results carried out by the researchers in the plans prepared by the three teachers showed the same results. Namely, they both prepared plans based on the school's vision and mission. The reason is that the expected final goal is to achieve their independence. Before planning, the three teachers had prepared an assessment, then the results of the assessment were used as the basis for analyzing the essential competencies contained in the orientation and mobility program.

The following steps were taken to achieve the development of orientation, mobility, social, and communication at the three school institutions; 1) determine the assessment. In the context of the development of orientation, mobility, social and communication, assessment is a systematic method to find out; what have the students mastered? What has not been mastered by the students, and what do they need?; 2) determine the priority of training materials; 3) based on the results of the assessment, the material is not yet known, maybe more than one, then the teacher must choose the material that needs to be trained first; 4) set exercise goals. After determining the material to be trained, the teacher prepares and sets goals to be achieved.

Thus, after the teacher has carried out the assessment activities, the teacher prepares a plan. The plans prepared by the teacher include; compiling 1) Annual Programs, 2) Semester Programs, (3) Syllabus. Moreover, (4) learning program plans. In the learning program plan, there are components prepared by the teacher, including; a) formulating learning objectives; b) determining the subject matter; c) determining the method; d) determining media/props and learning resources; e) determining the learning steps; f) determine the time allocation; g) determine the assessment, and h) determine the follow-up to the assessment results.

Implementation

The implementation of teachers in internalizing the value of independence through orientation and mobility programs for blind children manifests the plans that the teacher has prepared. In its implementation, the three teachers use the stages of value internalization, including the value transformation stage, the value transaction stage, and the value trans internalization stage, with the activity steps starting from the initial activity, core activity, and closing activity. The approach used by the three institutions is scientific, namely observing, asking, trying, interpreting, and communicating (Nuraeni & Irawan, 2021).

In carrying out the internalization of the value of independence in blind children, it is inseparable from the components that must be developed according to those listed in the learning program plan, namely in; a) convey learning objectives by predetermined indicators; b) delivering learning materials according to the characteristics, abilities, and needs of blind children;

c) using methods by the objectives to be achieved, including the lecture method, question, and answer, discussion, demonstration, drill, and field trip; d) use appropriate media/props and sources; e) carry out the process of learning activities; f) Using time allocation; g) carry out the assessment; h) implement a follow-up program.

Based on the study results, the three teachers in the aspect of internalizing their values have carried out well. The process of internalizing the value of its implementation through the following stages; 1) value transformation stage; (2) value transaction stages; and 3) the stage of trans-internalization of values (Ma`arif, 2019), with steps starting from initial activities, core activities, and closing activities by giving tests/assessments. If students can do what the teacher tells them to do, then the teacher must give appreciation/praise, for example, yes, you are good, right, or you can clap or pat the child's shoulder as a sign that the child's answer is correct. For follow-up activities, if the child is complete in answering questions, enrichment is given. If it has not been completed, remedial / repairs must be carried out.

In the implementation of the internalization of the value of independence for the blind child, it turns out that the three teachers have both shown their ability to; 1) convey learning objectives; 2) deliver; 3) using learning methods; 4) using media/props and sources; 5) able to carry out learning steps starting with initial activities, core activities, and closing activities; 6) able to use the time allocation appropriately, (6) able to carry out the assessment; 7) able to carry out follow-up.

In connection with the internalization of the value of independence carried out through orientation and mobility programs for blind children in the three institutions, it is necessary to pay attention to the principles of implementing orientation and mobility that must be based on;

1. *The Principle of Concreteness*

The implementation of exercises for the visually impaired is categorized as concrete if the training material, place, or location of the exercise, the time of the atmosphere must be concrete. It needs to be equipped with a concrete supporting demonstration (Yulianti & Sopandi, 2019). Concrete can mean the original form or the model. The use of model props is done when using the original model is not possible. The impossibility of using original visuals can be for ethical reasons, dangerous or dangerous for students, and challenging to find the original. Therefore, from the lesson plan, it is necessary to think about how the planning of mobility, social, and communication orientation development exercises can be carried out concretely (Yudhiastuti & Azizah, 2019).

2. *Principle of Doing*

In carrying out mobility, social, and communication orientation development exercises, students are trained in the way students perform according to the given demonstration (Wahyuno et al., 2020). Blind people should be allowed to come to the teacher, feel the demonstration, and try to do what the teacher demonstrates concretely. A verbal explanation will not make

learning meaningful for the blind. Thus, learning for the visually impaired, especially mobility, social, and communication orientation skills, must be based on active and hands-on practice.

3. *The Principle of Cohesiveness*

The integrated principle means that the teacher explaining and showing demonstrations must be systematic and comprehensive. This is based on the way the blind can learn and observe things. Students are alert in learning and observing something, starting from observing the whole or the whole after that the parts (Sidik et al., 2020). Blind people with visual impairments cannot observe and study objects and displays as a whole at one time. The blind learns and observe objects and displays from their parts, then reunite the parts of the objects and displays they learn into something whole and integrated (Gunawijaya & Srilaksmi, 2020).

Based on the findings in the field, it turns out that the three teachers in carrying out internalization of the value of independence through orientation and mobility programs are by the principles of skill development of orientation, mobility, social and communication programs presented by these figures.

Evaluation

Evaluation in internalizing the value of independence through orientation and mobility programs for blind children carried out by the three teachers started formulating an evaluation plan first. As for the steps to start; 1) determine the purpose of the evaluation by the material to be taught; 2) determine the type of evaluation; 3) determine the form of evaluation; 4) determine the evaluation questions grid; 5) determine the items of evaluation; 6) determine the evaluation answer key; 7) determine the assessment criteria based on the minimum completeness criteria; 8) determine the evaluation time; 9) determine the follow-up to the evaluation results.

After the planning is completed, then the plan is implemented during the implementation of learning with the following activity steps; a) the teacher evaluates by providing questions to students with the type of evaluation of each student adjusted to the conditions, abilities, and needs of students; b) then the teacher processes the evaluation results; c) then the teacher analyzes the results of the evaluation; d) after being analyzed, the teacher interprets and draws conclusions, and e) the teacher follows up on the results obtained by the students. The three teachers evaluated the learning process at the end of the lesson. As reinforcement, the principal plays an active role in guiding, directing, monitoring, providing motivation, and input on teacher evaluations (Clark, 2017; Imhangbe et al., 2019; Myende et al., 2018).

Evaluation activities are critical in the learning process (Karimi et al., 2021). This evaluation is not only carried out to measure the success of students in their learning (Borashkyzy et al., 2020), but also as feedback for teachers to find out how the results achieved by the teacher in managing their learning (Osmanoglu & Üzümlü, 2018; Ali & Harahap, 2021), so that teachers know the

advantages or disadvantages of using various learning components. Is the method used inappropriate, teaching aids/facilities are not appropriate/not supportive or the evaluation used is not by the needs and abilities of students so that the results are not by the evaluation design that has been prepared in the learning program plan (Hefniy et al., 2019). Without evaluation, it is difficult to assess whether the implementation of the learning carried out is successful or not (Zamroni & Qatrunnada, 2021). Because the evaluation is considered necessary, the teacher needs to carry out an evaluation (Kholifatus, 2018; Mahmud & Suratman, 2019).

Referring to the opinion above, the researcher can view that every learning requires evaluation activities with predetermined criteria. Therefore, by evaluating, the teacher can determine the follow-up to the learning results whether students can achieve the minimum completeness criteria. With evaluation, we can find out the results of learning.

Based on the findings, the three teachers had evaluated during the learning process and at the end of the lesson. At the end of the activity, the three teachers were evaluated using the observation sheet in the learning program plan. In using this type of evaluation from the three teachers, there are differences between them; At SLB Negeri Ciamis, it was found that there were four students with different abilities, namely for students who were not accompanied by other obstacles, the types of tests given to him were written, oral and performance tests. Meanwhile, for students with multiple disabilities (blind and mental retardation) and children with acceptable motor barriers, the questions are given orally and for work, because children cannot write and read. Meanwhile, at SLB YKSB Cijeungjing, written, oral and performance tests were used. Meanwhile, at SLB Agrowisata Shaleha Panjalu, the test only uses oral and performance because the teacher is still not proficient in writing and reading Braille. Because what is taught to blind children is about the value of their independence, teachers who teach particular orientation and mobility programs in their evaluation focus more on attitudes and psychomotor aspects.

CONCLUSION

Based on the research results obtained the following conclusions; first, teacher planning in internalizing the value of independence through orientation and mobility programs for blind children is oriented to the school's vision and mission. Before preparing the plan, the three teachers both conducted an assessment. The assessment results are used as the basis for analyzing essential competencies. In implementing the internalization of the value of independence through orientation and mobility programs for blind children, it turns out that the three teachers have demonstrated their ability to convey learning objectives, deliver subject matter, use varied methods, use learning tools/props, and learning resources, and carry out the internalization evaluation process. What teachers do in internalizing the value of independence through orientation and mobility programs for blind children refer to the evaluation plans they have compiled so that the results are as desired.

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