



Kartu Braille Bertanya as a Learning Medium for Visually Impaired Children

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ABSTRACT

A good learning process will have an impact on good results too. Good learning must of course be supported by adequate facilities or teaching media that are in line with students' needs. Especially for students with disabilities who have limitations, one of the disabled people with physical limitations is the blind, namely children who have problems with their sense of sight. In Indonesia, quite a few special schools still lack varied learning facilities, one of which is in Cicalengka, more precisely at SLB A YPKR Cicalengka. The lack of facilities for learning while playing at Special Schools causes students to be less than optimal in the learning process. The focus of this activity is blind students and teachers at SLB A YPKR Cicalengka. Cards written in braille which can also be called "Kartu Braille Bertanya" are a medium for students and teachers to carry out interactive learning activities. These "Kartu Braille Bertanya" help teachers to guide students through exciting learning and more varied learning, from reading, speaking and expressing feelings.

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1. INTRODUCTION

Children with disabilities have personal limitations, be they physical, cognitive, mental, sensory, emotional, or any other combination of limitations (Halfon et al., 2012; Dunn et al., 2020). One of the people with disabilities who have physical limitations are the blind, namely children who have problems with their sense of sight. For individuals who have vision accuracy of less than 6/60 after correction or individuals who can no longer see, the learning process emphasizes the senses of touch and hearing (Damayanti, 2015; Hurlock, 1978).

However, people with disabilities, especially in Indonesia, still need the same facilities as normal people in general. This is in line with the mandate of *Undang-Undang Republik Indonesia Nomor 8 Tahun 2016* (Law Number 8 of 2016) concerning Persons with Disabilities which states "Equality of Opportunity is a situation that provides opportunities and/or provides access for Persons with Disabilities to channel their potential in all aspects of state and public administration."

In Indonesia itself, children with physical limitations who still experience blindness have the opportunity to receive education in special schools (SLB) (Barida & Muarifah, 2019). However, blind children in special schools do not have adequate learning facilities while playing which can provide enjoyment in the learning atmosphere because the learning media is not varied enough. One of the SLBs feels this way. Its name is SLB A YPKR Cicalengka which is located on Jalan Raya Timur No. 364 Wetan Kaca, Cicalengka District, Bandung Regency.

SLB A YPKR Cicalengka has three levels of education, namely SDLB, SMPLB, and SMALB with various kinds of disabilities, such as the blind, deaf, physically disabled, mentally retarded, and also autistic in large numbers, numbering 77 students. SLB A YPKR Cicalengka has five blind students from three different levels of education, namely 3 SDLB students, 1 SMPLB student, and 1 SMALB student. These five students are the main focus of PKM-PM activities because these students need play facilities and as a medium to improve their braille reading skills.

In the learning process, SLB A YPKR Cicalengka uses the national curriculum for Special Schools with various types, starting from A, B, C, D, and others. However, even though it follows the national curriculum, SLB A YPKR Cicalengka implements a special program, namely a learning process that is adapted to each student's character and abilities. So therefore, in terms of learning, time and learning methods are not the same. Braille reading learning activities will be held from Monday to Friday. However, these learning activities are carried out using the lecture method, there is no other learning method used by SLB A YPKR Cicalengka, so it is prone to causing feelings of learning stress in students and the learning atmosphere that is created is less than pleasant. This happens because of the lack of human resources and budget owned by the SLB. Apart from learning in class, SLB A YPKR Cicalengka also does this by providing various platforms for expressing oneself, such as scouting activities, swimming, badminton, and even art. This is done to see the potential of children with special needs who will later become children with special needs who are developed according to their respective interests and talents.

Based on these conditions, this article would like to describe the efforts to deal with the problems that occur. This effort is formed in learning activities while playing using card media. The target of this activity is SLB A YPKR Cicalengka which is located on Jalan Raya Timur No. 364 Wetan Kaca, Cicalengka District, Bandung Regency. The form of PKM activity is the

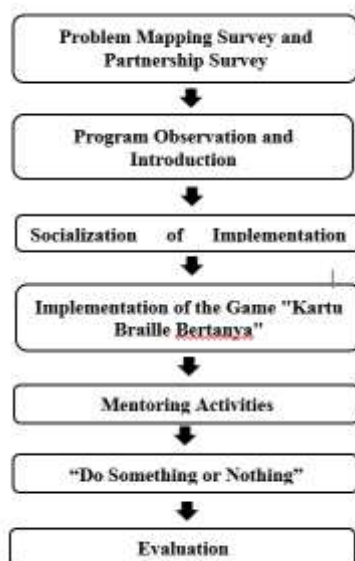
implementation of the program "Braille Asking Questions as an Effort to Improve Reading, Speaking and Expressing Feelings Skills for Blind Children".

With this program, it is hoped that the target community will be able to experience a new, more enjoyable atmosphere for blind students with the learning while playing method. With this media, it is also hoped that it can reduce students' feelings of learning stress. Apart from that, the existence of other literacy materials, such as poetry books and folklore books which are designed using braille and awas, is expected to provide learning to read braille, improve moral values through folklore, train how to communicate/speak, and stimulate students to express his feelings. In this way, SLB A YPKR Cicalengka can create students who are competent in improving the quality of life.

The following are several things that are problematic points in this PKM program, (1) What are the preparation stages for the PKM program "Kartu Braille Bertanya as an Effort to Improve Reading, Speaking and Expressing Feelings Skills for Blind Children"? (2) What are the implementation stages of the PKM program "Kartu Braille Bertanya as an Effort to Improve Reading, Speaking and Expressing Feelings Skills for Blind Children"? (3) What are the evaluation stages of the PKM program "Kartu Braille Bertanya as an Effort to Improve Reading, Speaking and Expressing Feelings Skills for Blind Children"?

2. METHODS

The method used in this PKM activity is a qualitative method with clear and detailed descriptions of activities. This PKM activity is carried out in several activity stages: (1) Preparation Stage, (2) Observation and Program Introduction Stage, (3) Implementation Stage, and (4) Evaluation Stage. The preparation stage consists of a Problem Mapping Survey and a Partnership Survey, namely with SLB A YPKR Cicalengka. The Observation and Program Introduction stage was carried out with a site survey, Student Observation, which was then continued with the Program Introduction to the school. These two stages were carried out from June to , August 2023. In the implementation stage, the PKM team divided activities into four weeks, with an agenda of Program Socialization, Mailing "Kartu Braille Bertanya", Mentoring Activities, and the "Do Something or Nothing" Performance. Following is the Implementation Method Chart.



3. RESULTS AND DISCUSSION

Preparation Stage (Pre-observation)

Pre-observation preparation was carried out in two stages: (1) problem mapping survey; (2) partnership survey. These two stages are stages carried out before further observation activities are carried out. The first stage, namely the mapping survey, is a process of mapping the problems faced by the community and then we will look for solutions to deal with these problems. The second stage is a partnership survey, where in this stage a discussion is carried out regarding the solutions offered by the PKM-PM team to the target community, namely SLB A YPKR Cicalengka which is carried out directly attended by representatives of the target community and continued with the signing of cooperation data between the PKM-PM team and target society.

Observation and Program Introduction Stages

The observation stage was carried out in two stages. The first stage was carried out by the PKM-PM team which was carried out indirectly via the internet to search for information related to SLB A YPKR Cicalengka, then the second stage was the direct stage which was carried out by visiting the location of the target community, namely the PKM-PM SLB YPKR TEAM in Cicalengka . After carrying out initial observations, in the next stage the PKM-PM team carried out an introduction to the program that had been created to the school which was attended by the principal and also students at SLB A YPKR Cicalengka who were also one of the representatives of blind teachers through discussions.



Figure 1. Introduction the program of PKM-M at SLB A YPKR Cicalengka

Implementation Stage

The implementation of the “Kartu Braille Bertanya” program is focused on blind children by creating learning while playing media in the form of asking questions using braille as the medium. The following is a timeline of program implementation activities.

Table 1 Stages of Implementation of PKM-PM Activities

Time	Activity
1st Week	Program Outreach
2nd Week	Playing “Kartu Braille Bertanya”
3rd Week	Mentoring Activities
4th Week	“Do Something or Nothing” Performance

1. Socialization of the “Kartu Braille Bertanya” Implementation Program to SLB A YPKR Cicalengka

The PKM-PM team worked together with the SLB A YPKR Cicalengka school to both understand the correct form and use of “Kartu Braille Bertanya” For this reason, this program needs to be socialized first to teachers and all blind students regarding the form of the “Kartu Braille Bertanya” game activity that will be implemented at school.



Figure 2. The socialization of the program PKM-M

2. Playing “Kartu Braille Bertanya”

After the socialization activity was completed, in order to both understand how to play the “Kartu Braille Bertanya” game, the PKM-PM team together with the teacher and all blind students carried out the activity of playing “Kartu Braille Bertanya” directly. This activity will be held on 15 and 16 August 2023. This activity is an effort to introduce the product and to improve students' ability to read braille, speak and express their feelings through “Kartu Braille Bertanya”. In this activity, students are also asked to answer and/or carry out commands from the cards. To determine the success of this activity, students can answer and carry out commands according to the rules in the game.



Figure 3. The activity of playing “Kartu Braille Bertanya” with the students

3. Mentoring Activities

This mentoring activity was carried out on August 23 2023. This activity is intended to guide and train blind students to choose one of the most popular activities among all the learning while playing activities that have been carried out previously, and will later be developed into the form of work or learning outcomes, especially reading poetry, reading folklore, reading fairy tales, singing or expressing feelings to loved ones.



Figure 4. Mentoring activities

4. “Do Something or Nothing” Performance

The "Do Something or Nothing" activity is a performance activity that will be carried out by blind students in the fourth week, based on learning through games using question cards and Braille instructions. This activity is a form of increasing self-confidence for blind students. Children will take turns presenting their learning results by reciting poetry, reading folk tales, reading fairy tales, singing or expressing their feelings to loved ones such as themselves, parents, teachers, friends, and so on.



Figure 5. The performance of "Do Something or Nothing" activity

5. Evaluation Stage

Overall, PKM-PM activities ran smoothly. However, to find out whether the program achievements have been achieved, there needs to be an evaluation process and follow-up activities. For this reason, the indicator is that the PKM-PM team provides an evaluation sheet to the school regarding evaluation of student implementation and abilities. provide an evaluation sheet to the school regarding evaluation of student implementation and abilities. The results of the evaluation sheet explain that teachers and students already know the tools and accessories for "Kartu Braille Bertanya" at this stage of implementing "Kartu Braille Bertanya". However, there are still some students who do not understand the rules of "Kartu Braille Bertanya" as a medium for learning while playing, namely lower class students, while upper class students are able to lead the "Kartu Braille Bertanya" activity. Apart from that, the results of the capability evaluation show that the program implemented is running well. This is shown by students understanding the concept of braille, practicing reading braille, expressing affection through words, and showing self-confidence.

At the sustainability stage of the "Kartu Braille Bertanya" program, the PKM-PM team has created a partner guidebook entitled "Program Implementation Guidebook: "Kartu Braille Bertanya" as an Effort to Improve Reading, Speaking and Expressing Feelings for Blind Children". The team also proposed the program as a learning activity while playing at least once a month, while the student performance stage is recommended to be held once a year as a form of appreciation for students. The PKM-PM team has also provided learning media while playing in the form of "Kartu Braille Bertanya"s" to the school.

4. CONCLUSION

Learning while Playing Media is one way to increase students' interest in gaining knowledge, especially for Students with Special Needs at SLB A YPKR Cicalengka. Students with special needs at SLB A YPKR Cicalengka have less interest in learning and tend to lack self-confidence. However, the development of learning while playing media is still minimally implemented at SLB A YPKR Cicalengka. Therefore, "Kartu Braille Bertanya" as a Learning Media were created to increase students' interest in learning and self-confidence.

"Kartu Braille Bertanya" can be utilized or used with the rules that have been created. Players can determine their turn, throw a coin, then answer questions or carry out challenges according to the card orders they get. The "Kartu Braille Bertanya" is equipped with a Poetry

Association (Percussion) Book, a Collection of Indonesian Folk Stories (PETA) for questions and challenges, as well as a Guidebook and Guidebook for implementation rules. In optimizing the output of "Kartu Braille Bertanya", the Team collaborated with SLB A YPKR Cicalengka to increase students' interest in learning and self-confidence, in maximizing their potential.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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