

The Learning of Musical Art for Students with Visual Impairment

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Abstract—Having obstacles in vision is not a reason not to pursue a passion, to achieve dreams and to work. Bina Netra Fajar Harapan Social Homes in Martapura is able to prove that a person with visual impairment can play music well since they learn band and “panting” musical instruments in order to improve their skills and develop the interests and talents of blind students at Bina Netra Fajar Harapan Social Homes in Martapura. This study aims to find out, describe and analyze the learning of musical art for students with visual impairment at Bina Netra Fajar Harapan Social Homes in Martapura. This study only focused on the learning of musical instruments at Bina Netra Fajar Harapan Social Homes in Martapura. The method used in this study was qualitative and the design used was descriptive. Data collection techniques carried out are observation, interviews and documentation. The results of this study indicate that in planning, implementing and evaluating, the learning of musical arts skills for students with visual impairment at Bina Netra Fajar Harapan Social Homes in Martapura makes a differentiation between learning musical band instruments and “panting” musical instruments. In planning of band musical instruments learning, a simple lesson plan was created; on the other hand, the lesson plan for learning “panting” musical instruments was not available. During the implementation, no specific method was used. It was given through lectures, question-answer, demonstrating and mentoring with special delivery. The evaluation for both the learning of band musical instruments and the learning of “panting” was done at the end of learning process by doing some practices. Particularly in “panting” musical instruments learning, the scoring system was not used.

Keywords— *learning, musical art skills, visual impairment.*

I. INTRODUCTION

It is human nature that humans are born differently. Most people are born normally physically, mentally and socially. However, there are also those people surrounding who are special. These special ones do look different from people in most, both physically, mentally and socially, which are usually called as children or people with special needs. Although they are different, they are also Indonesian citizens which have the same rights and obligations as children or people in general; one of which is to get education. Learning is essential, especially for children with special needs because it is necessary for them to get knowledge and skills so that they

can socialize and mingle more easily in society. Learning itself is not only conducted in formal situation, but also conducted in non-formal situation.

There are various types of children with special needs, one of whom is a child with visual impairment or commonly called blind. Children with visual impairment are those who have an obstacle in vision either those who have lack of vision (low vision) or who have no vision at all (totally blind). Children with visual impairments are known to be in the following conditions: (1) Visual acuity is less than the sharpness that children have in general; (2) There is turbidity in the eye lens or there is a certain liquid; (3) The position of the eye is difficult to control by the brain's nerves; (4) Damage to the brain's nervous system associated with vision [1].

Being different and having limitations is not a reason for someone to feel inferior and to not develop their potential. Everything created by God Almighty is nothing in vain; all of them must have their own weaknesses and strengths. Music is one of the arts that is very popular with various groups which is not limited to age, social level and profession, as well as people with visual impairment. Music among people with visual impairment has an influence on their hearing power. Even though having the obstruction of sight, their sense of hearing is much sharper and more sensitive to sound. Becoming a person with visual impairment does not mean to give up on dreams and potential and not able to do something that is favored. One of the real proofs that a person with visual impairment can become a music player or even produce music is Steve Wonder who is a blind person but is very good at singing and playing keyboard as the musical instrument.

Learning musical art is not an easy thing especially for children with visual impairments who are known to have obstacles in vision and rely more on their sense of hearing and touch. Most ordinary people assume that a person with visual impairment only has the skill and the potential to be masseuse; so many people look one eye on the potential possessed by them and think that they will not be able to play music because of their limitations. Negative views of the society can be refuted by Bina Netra Fajar Harapan Social Homes in Martapura which succeeds to prove that playing a musical instrument well is not impossible for people with visual impairment.

The purpose of this study was to find out, described and analyzed the learning of musical art skills for students with visual impairment at Bina Netra Fajar Harapan Social Homes in Martapura. This study only focused on learning band musical instruments and “panting” musical instruments.

II. METHOD

This study applied a qualitative approach with descriptive research design. There were two sources of data from this study, namely primary data which was data obtained directly from teachers and students and secondary data obtained in the documentation relating to the learning of musical art skills for students with visual impairment. Data collection techniques carried out are observation, interviews and documentation. The research instrument used was questions related to band music learning and “panting” music which were then developed by the researcher according to the answers interviewed. There were three stages in collecting the data owned [2] namely, data reduction, data presentation and data verification or conclusion drawing.

III. RESULT AND DISCUSSION

This study focuses on planning, learning and evaluating the learning of musical art for students with visual impairment at Bina Netra Fajar Harapan Social Homes in Martapura specifically on learning band musical instrument and “panting” musical instruments. There were differences at the planning stage of learning musical art between band musical instrument and “panting” musical instrument. In planning the learning of band musical instrument, the teachers made a simple lesson plan themselves. Meanwhile planning the learning of “panting”, the teachers did not prepare any lesson plan. The teacher only relied on his/her experience in playing “panting” for 14 years. Although learning the musical art is not a formal learning, but it would be better if the teacher could make a lesson plan to make it easier and more directed in the next stage of implementation and evaluation. In fact, what teacher does in planning stage is in contrary to Oemar Hamalik's view [3] which states that planning consists of the following components: (a) Competency standards and basic competencies, (b) media used during learning, (c) motivation, (d) procedures, (e) time allocation, (f) assessment, (g) self exercises.

The methods used in the implementation of learning band musical instrument were lectures, question and answer, demonstrations and mentoring. However, the lecture method was used briefly only to give understanding to students related to learning material. Whereas for learning “panting” musical instruments, the methods applied were question and answer, demonstration and mentoring. The teacher did not use the lecture method because he directly gave examples of playing “panting”. There was no specific method used in the teaching and learning process, yet, more assistance and guidance was done by the teacher to the students one by one related to the material taught. Although the method used was the same as students in general, students did not have any difficulty adapting with the method used by the teacher. It can be seen

from the students who are skilled at playing musical instruments that are taught, besides because students really like music, it is also because people with visual impairment have better hearing and feeling that are useful in playing music. This is supported by a statement from Dr. Robert Zatorre [4], “Previously, it was known that blindness can help the development of music, but it does not take into account the age of the person who become blind”. He showed that people who cannot see, really have better hearing.

The evaluation step both in the learning of band musical instruments and “panting” musical instruments was carried out at the end of learning in order to find out and measure the students' abilities and understanding of the material taught. However, in the learning of band musical instruments, scoring system was used while it was unavailable in learning “panting” musical instruments. When the evaluation was conducted, students did not seem to experience significant obstacles because it is known that people with visual impairment do not have obstacles in their intelligence unless they have multiple obstacles. Students can follow the music learning well, and it can be seen from the implementation step to the evaluation step that students have the potential to play music since music is also their own hobbies and interests. It is supported by the Multiple Intelligences theory by Howard who believes that everyone has intelligence in their respective fields states that, there are several kinds of intelligence, namely: (a) Verbal Intelligence, (b) Mathematical Intelligence, (c) Visual Intelligence, (d) Kinesthetic Intelligence, (e) Musical Intelligence, (f) Interpersonal Intelligence, (g) Interpersonal Intelligence, (h) Natural Intelligence, (i) Existential Intelligence.

IV. CONCLUSION

The plan, the implementation, and the evaluation in learning musical art for students with visual impairment at Bina Netra Fajar Harapan Social Homes in Martapura were conducted well. Learning plan for band musical learning was written in a simple lesson plan, while there was no lesson plan for learning “panting” musical instruments. In the implementation of learning, the methods used were lecture method, question-answer method, demonstration method and mentoring method. Evaluation was done at each meeting at the end of learning. In learning band musical instrument, a scoring system was applied while learning of “panting” musical instruments did not use any scoring system.

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