

Parent Engagement in the Early Stage of the Braille Learning Process for Blind Children

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Abstract— This article discusses the involvement of parents in the development of the visually impaired child of the visually impaired. The learning process in schools for the blind children cannot be separated from the sensitivity ability of tactual sensitivity to facilitate in learning to read and write braille. Development of the senses can be done tactual since children of the blind early age. Tactual sensitivity can be optimized through planned programs with school teams, families and communities. The role of parents begins through communication with the teacher for the needs that can be done at home. The second role is related to the development of learning programs to stimulate the tactual senses. The third role as a supervisor to assess the development of the sense of tactual based on full performance. Parental involvement can strengthen relationships with children to foster motivation to learn. There needs to be positive support and open attitude between the school and parents to create, implement and assess the development program of the tactual senses in the blind child.

Keywords— *blind, tactual senses, parents*

I. INTRODUCTION

Education is one of the efforts to educate the life of the nation. Education is done to make good changes to students. Including for children with special needs, with their conditions, of course the education that will be given to them must match their needs and conditions, true education is used to support the development of cognitive, emotional, psychomotor aspects and life skills of a child with a need specifically, so that it can be more directed so that students' ability will also be needed optimally. Special schools (SLB) are schools that are intended for children with special needs.

One type of child with special needs is a blind child, according to the Ministry of Education and Culture [1]. A blind child is someone who has damaged his eyes or eye sores or has no eyes which means blind or lacking in his vision. The impact of these conditions, students with visual impairment, have difficulty in receiving information, for that blind students use other senses to obtain information. While according to Hallahan and Kauffman in [2], argued that "Legally blind is a person who has a visual acuity of 20/200 or less in the better eye event with correction (eg, eyeglasses) or has a field of vision so narrow that its widest diameter subtends an angular distance no greater than 20 degrees ". Blind children are someone who has an inability to the sense of sight, so they have obstacles in doing daily activities. Like in mobility, socialization with the surrounding environment and the learning process. Even though they experience

obstacles in the learning process, they do not affect the intelligence of blind children [3].

The difference between blind children and children in general is in terms of receiving information from outside and presenting a concept. In addition, in carrying out daily activities blind children experience obstacles according to their level of intimacy. One problem that often occurs in the form of blind children has difficulty reading braille, especially in remembering the points on braille. This happens because in special schools and public schools children are not given tactual sensory sensitivity tests or children are not given programs to increase their sensual sensory sensitivity.

The learning process in schools for blind students is inseparable from the sensitivity of the tactual senses possessed by children, the ability to sense tactual sensitivity of blind children needs to be taught from an early age, before children enter school age. This is to facilitate children in learning related to braille codes. There are many ways that can be done as an effort to introduce braille codes to blind children in their early age. One of them is the involvement of parents to improve the tactual senses as a basis for the efforts of teachers and parents to introduce braille codes. The process of introducing braille also needs to pay attention to the following things: direction control, touch sensitivity, letter identification techniques and line search capabilities. In addition to getting tactile sensory training in schools for blind children, further training and collaboration between the school and the parents is needed.

Where in the process of involving parents in tactile sensory training learning for pre-braille reading is very important, so learning in schools can also be carried out sustainably at home. "Support and family roles are very important especially for children with special needs" [4]. Thus, this paper presents parent engagement in the early stage of the braille learning process for blind children.

The rest of this paper is organized as follow: Section II describes the rudimentary on children blindness. Section III describes the proposed parent's engagement factors. Section IV describes the proposed impact of parent's engagement. Finally, Section V concludes this work.

II. CHILDREN BLINDNESS

Blindness is one part of children with special needs who have abnormalities in the sensory senses, namely vision. The definition of blind people in a pedagogical manner is "Children who experience impaired vision, in the form of total or partial blindness, and even though they have been given help with special assistive devices still need special

education services." [5]. Blind children experience limited vision, where this limitation is a limiting factor for them to be able to master the basic components of education. In general, it is used as a benchmark whether a child is blind or not is based on the level of sharpness of his eyesight [6]. From the statement above, it can be affirmed that blind people are children who have limited vision so that they have difficulties in reading carefully and doing daily activities so that they need tools to expand their space to do their daily lives. There are two types of blind people namely total blind (blind) and Low Vision. The inability of blind children to see, results in other senses of blind children becoming more sensitive. One of them is the tactual senses. The presence of these tactual senses can help blind children to gather information about the environment and to carry out daily tasks. Through tactual senses such as touch or touch will provide information for the blind about the characteristics of objects, such as shape, size, and texture. But the blind is still unable to know the functional aspects of the object they perceive, such as the use of objects as a tool due to the loss of their viewing ability.

In the children's academic process, the ability of tactual senses will be very useful in the process of reading Braille. The use of braille will also have an impact on the smoothness of the learning process that exists at school. Unfortunately, it is not uncommon for early blind children to have difficulty analyzing braille. Not only because of the difficulty of understanding braille symbols, but another factor that makes it difficult for children to understand braille is the lack of sensitivity of the child's tactile senses.

One educational program that can be used to improve the sensual abilities possessed by children is by involving family members at home, especially parents. The program for enhancing the sensual blindness of children designed between children and parents will make learning activities more meaningful. This will have a positive impact on children and educational institutions where the child is educated. This also will indirectly make educational institutions benefit. According to Morrison in [7], related to parental involvement is divided into three parts, first is the collaboration of parents with teachers as helpers in the community, second is a process that develops beyond the planning and effort of each team member, and third as a parent process and teachers in working, learning and participating in determining decisions. From this opinion, the involvement of parents in the education process can develop with the existence of cooperation and sharing opinions in making decisions on educational activities.

The involvement of parents in children's education can have a strong influence on children's attitudes in learning taught in school. The more parents show a positive attitude towards the learning material taught in school, the better the child will get the knowledge delivered by the teacher. This is also in line with the opinion of Hornby in [8] which states that parents can contribute through various information with teachers in schools so that the sensual sensitivity of the child can be well known. Learning programs formed by teachers and parents for children can be given before children learn braille letters. This activity can be given when children are still at an early age. Thus, children's tactual sensitivity will

increase. Because the determinants of a person can easily learn braille not only because someone is able to memorize it, but because it has a high sensitivity to the tactile senses.

Learning to increase tactual sense sensitivity for the blind with parental involvement can be viewed from the opinion of Hornby in [8], which states that there are five stages in providing learning with parents, the first is that active parents provide information to the school regarding the development of their children. Second, parents help children to do homework at home. Third, parents re-apply school habits to do at home. Fourth, parents sometimes repeat the learning material at school and the five parents provide the advocacy recommended by the school to improve child shortages.

In stage one, it is stated that parents must actively provide information to the school regarding child development. This information can contain the strengths and weaknesses of children, and what needs to be improved to overcome child shortages. If it is related to children's tactual abilities, parents can provide an overview of the sensitivity of children, objects that children can and cannot distinguish from their sense of touch.

Then for the second stage, parents help children to do homework at home. Through PR, parents also indirectly get information about children's development in school. This information can be used as material for evaluation and discussion with the teacher.

Third, parents re-apply school habits to do at home. Parents provide activities actively related to simple exercises to improve children's tactual senses. For example, children are invited to recognize objects in their home environment. Children will find the texture of different objects. It is through the objects that he finds that will become the object of children's learning. Fourth, parents re-apply school habits to do at home. Teachers in schools will provide related learning with tactual sense sensitivity. The five parents provide activities that are recommended by the school to improve child shortages. When in school it was found that children were not able to be invited to study braille, meaning parents needed to provide additional activities to improve their tactile senses.

III. PARENT ENGAGEMENT FACTORS

It is very important for parents who have blind children to provide a comfortable learning place for them, because they believe that parents must understand their role not only for education but also in their lives. Providing learning activities at home can help children develop without coercion, Parents also believe that their involvement will have a positive influence on children. Because parents understand the potential possessed by children and can provide appropriate facilities to increase sensual sensitivity of children. Parents also play an important role in the learning process of children in schools so that they can be interrelated between learning at home and at school.

IV. IMPACT OF PARENT'S ENGAGEMENT

Impact given if parents play a role in children's learning automatically learning will be easy to be accepted by children, facilities for children's learning are also easier to

obtain, parents also indirectly gain knowledge and can share knowledge with children. In addition, parental involvement in learning can strengthen the relationship between parents and children.

V. CONCLUSION

In the children's academic process, the ability of tactual senses will be very useful in the process of reading Braille. The use of braille will also have an impact on the smooth learning process. The program for enhancing the sensual blindness of children designed between children and parents will make learning activities more meaningful. Learning to increase tactual sense sensitivity for blind people with parental involvement can help children develop without coercion, Parents also believe that their involvement will have a positive influence on children. Because parents understand the potential possessed by children and can provide appropriate facilities to increase sensual sensitivity of children. Parents also play an important role in the learning process of children in schools so that they can be interrelated between learning at home and at school. In addition, parental involvement in learning can strengthen the relationship between parents and children.

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