



Increasing the Ability of Social Aspects in The Daily Activities of Children with Visual Impairments through Parental Assistance

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Abstract: Introduction to the active role of parents is one of the keys so that children can have social skills in daily life well and independently for visually impaired children. Children spend a lot of time at home and do activities at home so mentoring from parents is very important, as this potential must be increased. The purpose of the research is to make programs to improve the ability of parents to mentor visually impaired children in social skills, especially in daily living activities in the home environment. The method used qualitative research, collecting data with observations and interviews of teachers and parents further based on the results was designed to program and be tested in the field. The findings are still a lack of restraint and the active role of parents towards the condition of visually impaired children, so parents have difficulty in mentoring at home based on the development of programs to increase the role of parents in mentoring the child. The conclusion of the program is effective to improve the understanding and active role of parents in mentoring children to improve the social skills of visually impaired children in the home environment so that the child's development can be more optimal and independent.

Keywords: Visually Impaired, Social Skills, Activity Daily Living, Parents.

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INTRODUCTION

Since in the womb, being born, growing, and developing into a child is a process. The journey and the result of this process depend largely on the family, especially the parents. The attitude, acceptance, and treatment of parents is the quality of the child in the future (Kasdu, 2004, p. 13). However, not everything is determined by the parent regardless of the child's rights. In this case, parents should be able to behave properly and be able to provide the best service to the child. Family is one of the factors that play a role in supporting the achievement of children's developmental abilities.

The development of highly competitive times in the future requires that individuals must have proficiency in the sustainability of life independently, such as communication skills, mobility orientation, social, etc., and can be beneficial to the general public. Normal-born individuals will make it easier to grow properly, and parents, in general, do not need special treatment in support of their growth, but for individuals born with visual limitations will be a challenge for themselves. The impact of vision barriers, Lowenfeld (in Tuttle & Tuttle, 2004, p. 20) describes three basic limitations resulting

from 1). Limitations in the spread and diversity of experiences 2). Limitations in the ability to move within the environment and 3). Limitations in interaction with the environment. That limitation makes the visually impaired need guidance in their day-to-day self-reliance. The role of people around the visually impaired, especially the elderly, is necessary to provide support and encouragement for the visually impaired to be able to try alone and have the confidence to do various activities themselves, without the help of others. Brunner & Suddarth (2002) suggests Activity Daily Living is a self-care activity that patients must do every day to meet the needs and demands of daily life. ADL is an activity that is usually performed throughout a normal day; these activities include eating, dressing, bathing, brushing your teeth, and decorating to fulfill/dealing with her role as a person in the family and society. Conditions that result in the need for assistance in the ADL can be acute, chronic, temporary, permanent, or rehabilitative (Potter & Perry, 2005). One of the basic ADL according to Setiahardja (2005) that must be mastered based on its division is basic ADL, which is the basic skills that a person must have to take care of himself including



dressing, eating and drinking, bathing, toilet training, decorated, and mobility orientation.

The vision barrier experienced by the child affects his ability to do daily activities so that he must always need the help of others. This certainly results in independence in the child, so it requires a stimulus to teach the child to have independence in the ADL. ADL teaching to this child can be obtained from teachers in the school as well as from parents directly. Parents are the first environment and many children spend time with the family as an effective platform as a stimulus to the child to be able to teach the child independent and true ADL skills.

The role of parents is one of the aspects of the success of a child's self-reliance in improving its ability in the social activity aspect of daily living. Parents and children will spend more time than children in school, so to teach it is more effective if parents take part in providing stimulus to support the child's independence rather than simply being left to the school to teach. But in this case, many parents are not aware of this, due to their lack of understanding in teaching the child, so the role of this parent is still neglected. Visiting parental assistance by providing knowledge to parents is expected to help the blind child develop optimally in his/her independence in the nearest environment.

METHOD

The method used in this study is qualitatively carried out in three steps implemented as follows. 1). Research in the collection of preliminary data with data collection techniques used namely observation of the ability of blind children in schools to see the error in the aspect of social ability in daily living activities of visually impaired children, further interviews aimed at teachers to dig up information about the child's condition and the role of the child's parents, the spread of online questionnaires against parents to uncover the problems and needs of parents in the companion age of visually impaired children in daily life. The findings are then analyzed through data reduction, data presentation to conclude. 2). Program planning based on the initial data obtained from the objective condition of the child's social abilities as well as the ability of

parents that have been obtained is designed to be the basis of the creation of a program to be able to improve the ability of parents in mentoring blind children in daily life. 3) implementation of the program by conducting workshops on parents and at the same time looking at the effectiveness of the program that has been created.

RESULTS AND DISCUSSION

Based on the findings in the field of observation and interview results and the spread of online questionnaires that have been conducted, the ability of children still experiences many limitations in social ability in the activity aspect of daily living so that every activity is not independent. Furthermore, according to the teacher also the teaching done in the school is maximal only because of the limited time in school that only briefly this is less effective because the child spends more time at home, it is expected that parents who participate in helping to mentor the child to improve the child's ability to better. Based on the results of the questionnaire spread to parents, it is obtained that parents have not been able to apply the principle of learning of blind children, still feel always worried about the child will fall or slow in doing something so that the child is led or done alone by parents and the child is just silent waiting, parents also still do not know the right way of habituation when teaching activities in daily activities as well as the lack of consistency of parents in accompanying the child's learning, so it is often helped by time-saving reasons, and it is not difficult for children to do so. Based on these results, the needs of parents are obtained, namely about understanding in the application of learning principles in visually impaired children when mentoring children, providing learning opportunities to children, parents should be provided with knowledge of the right mentoring of children and consistency and active role of parents in teaching visually impaired children then designed a mentoring program to improve the ability of parents in mentoring visually impaired children to improve the social skills of visually impaired children. The program is designed to contain knowledge about mobility orientation for visually impaired



children, mobility orientation skills at home in terms of social ability in daily living activities, one of which is eating. Furthermore, the program that has been implemented to parents by going through the workshop conducted is then asked for the opinion of parents towards the program as a form of evaluation. Based on the implementation, the results of the program are effective in improving the ability of parents to mentoring children.

Parents with children with special needs may have different perspectives on development, learning, opportunities, and the future for the child, themselves, and the family as a whole (Wall, 2006, p. 36). For parents who have visually impaired children, they tend to be tempted to protect their child so that the child may become too dependent on others.

Parents play an important role and the best care a child can receive is when parents and professionals work together with a correct understanding of the child's needs (Newman, 2008, p. 24). Therefore, parents who want to teach their children at home should be helped to do so (Heward, Alber-Morgan, & Konrad, 2016, p. 100). When a baby experiences a vision barrier and has other obstacles, he or she must develop specific ways to assess sensory information and interact with the environment. Children should learn how to obtain and interpret information and motivation to explore the environment and perform activities that are essential to development in many areas, such as cognitive and linguistic development (Chen, 1999, p. 100). Parents play an important role in the child's progress process in many ways. However, at the most basic level, they may need to learn how to interact with children.

O&M specialists here must intervene to train families in strengthening self-efficacy to get the expected results of independent blind children traveling in the home environment (Wiener, Welsh, & Blasch, 2010, p. 195). Parental training programs as intervention actors provide various benefits, both for the child and for the parents themselves. Parental involvement in accompanying the child will also take effective steps to develop

the ability of visually impaired children. Besides, parental involvement in mentoring is a very important component in improving children's learning and development (Kahn, Stemler, & Berchin-Weiss, (in Dunst, Brothers, & Espe-Sherwindt, 2014). An important part of the role of accompanying the child is encouraging the child to be as self-sedant as possible. The opportunity to have positive social interaction in his environment is very important for visually impaired children (Halliwell, 2004, p. 88). Based on this, the improvement of parents' ability to mentor children becomes one of the most important parts that must be developed for the child to have optimal and independent development.

The key in the independence of visually impaired children is proper mentoring through environmental support, both the school as practitioners and activists in the handling of the visually impaired, as well as natural environmental support. The natural environment in question is the environment in which the child lives, which is the family environment. Relationship between family members became a catalyst for development and was a pathway to improved knowledge and information, mastery of skills and competencies, emotional support, and various other influences early on Thompson (in Sri Lestari, 2012, p. 16). Involvement in families with children with special needs will certainly affect the child's development. Family is natural parenting that spends more time with a child, so it has a huge impact on the child's development. Parents (McWilliam, 2010, p. 10) involvement in accompanying the child will also take effective steps to develop the ability of visually impaired children. Besides, parental involvement in mentoring is a very important component in improving children's learning and development (Kahn, Stemler, & Berchin-Weiss, in Dunst, Brothers, & Espe-Sherwindt, 2014). Thus, it is important to work with family members when there are children with special needs (Dunst, Trivette, & Hamby, 2007).

Parents are in a special position related to the development of special needs children. They are the people who know their child best, and the person who is most important



to the child. Stimulating, security, support, and giving everything with compassion will help the child's development (Newman, 2008, p. 23). The role of the family has a strategic role. Based on the basic assumption of the ecological theory of the child naturally living in a family environment, positive interaction between the child and family members becomes the dominant factor for achieving optimal development. Learning opportunities in the natural environment that each child has and how children gain diverse experiences and opportunities from the natural environment have a significant impact on learning and development.

Families with children with special needs talk about the need for more support to allow them to do things together as a family or to participate in activities with their children (Poston, et al., 2003, p. 324). Leisure time and opportunities to explore in a family environment were missed in the study's findings. Overprotective attitude and helping every child's needs become a serious problem in the process of hindering the child's development. In line with these findings, this is because orang parents of visually impaired children lack understanding of their children's ability to be physically active and often engage in protective behavior to help visually impaired children (Stuart, Lieberman, & Hand, 2006).

Helping visually impaired children does require proper knowledge, both in the principle of teaching and the opportunity to learn something. So far, parents have been aware of education that is not only focused on the school when doing the mentoring of visually impaired children. But in reality, this has not been reflected through the attitude when accompanying his child in daily activities. Parents tend to be more prepared for their child's needs and preferences to guide the child rather than give verbal directions when accompanying the child to mobility in the environment. Parents are in the O&M state to practice independent movements and travel skills in a variety of daily settings with their children. When parents are included as part of the O&M team and as the first O&M teacher, it allows visually impaired children to reach the appropriate age/stage of behavior in motion

and walk independently (Cutter, 2007). O&M specialists here must intervene to train families in strengthening self-efficacy to get the expected results that are independent visually impaired children traveling in a home environment (Wiener, Welsh, & Blasch, 2010, p. 195).

Creating a formidable partnership between academics and parents does require a long process because in the findings of this study parents feel they do not have a pre-existing capacity to provide care to visually impaired children. In the findings, two views interpret desire or hope in their child. First, parents place high expectations on professionals in the school in handling their children until their child is independent and successful in the future. Second, parents are aware of their child's shortcomings and are pessimistic about their child's future. This indicates a view that leads to an imbalance between hope and reality, which can trigger stress to parents in the process of mentoring visually impaired children. In line with this, the large demands placed by parents in raising children with special needs become a factor of high-stress triggers (Glidden, 2012; Bambara, et al., 2009).

The blind parenting of the child in the natural environment will help the child in understanding the condition of the environment and himself so that he will learn how to connect the environment to himself to be able to move and do daily activities in the process of achieving self-reliance. This process is a preventive and interventional stage in the process of optimizing the development of visually impaired children. According to Vygotsky (Fazzi, Signorini, Bova, Onde, & Bianchi, 2005, p. 118) mentoring plays an important role.

CONCLUSION

The increased ability of parents to mentor children is highlighted in this study. The lack of opportunity for the child, because there is still a lack of awareness so it is not optimal in teaching the child self-reliance. This is the basis for providing a good understanding of the child so that with the increasing ability of parents to be expected to do mentoring to improve the social skills of the child in daily



life that is part of the social aspect. Some of the things that are done in solving problems and optimizing the role of parents are to provide provision to parents through seminars attended by parents, then parents are invited to observe the child and start writing down what the child's abilities and limitations are during this time. Parents are then invited to discuss determining their future goals and are taught how to teach the child by providing guidance that can be read by parents, furthermore in the implementation of parents monitored by communicating through online groups created as well as consulting services set up. The hope is that through the assistance of parents, it will be more effective later in maximizing the child's time at home to optimize the social capabilities of the child in daily living activities as well as programs that have been compiled can be well understood and effective in improving the ability of parents in mentoring blind children in the social aspect of daily living activity

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