

Cooperation between Schools and Parents in the Learning of Visually Impaired Children

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ABSTRACT

This article aims to raise awareness that it is important to collaborate between schools and parents in the education of blind children. Researchers will explain the definition of cooperation, the proper implementation of cooperation, constraints, and solutions that must be done when experiencing problems. This study uses field studies at SLB PGRI Sentolo, interview methods, and also literature studies. The results of this study prove that cooperation between schools and parents is needed in learning for blind children. The researcher also explained the findings that, in this collaboration, there must be some obstacles. But everything can be overcome by the tactics of teachers and parents.

Keywords: *Blind; Cooperation; School SLB PGRI Sentolo*

INTRODUCTION

School is a formal educational institution, in carrying out teaching and learning activities students are under the supervision of educators (Lahmi, 2016). School quality is very dependent on the learning process which is assisted by school equipment and the expertise of educators in teaching. School education institutions play a role in the formation of the character of students among parents and the environment. The school's role in the competence of students is as an integration of social sciences with science, and perfect the education that students undergo (Siswatini, 2021).

The learning process consists of several stages, namely preparation, implementation, and evaluation. Implementation of learning is supported by several elements such as objectives, materials, methods, tools, sources, media, and evaluation in learning.

In inclusive schools, there are students with special needs, one of whom is blind. Blindness is a condition where a person loses the sense of sight partially or completely. The blind are divided into 4 first classifications, namely when blindness occurs such as congenital or accidental, based on visual ability, based on clinical examination such as farsightedness or nearsightedness, and based on abnormalities (Lisinus & Sembiring, 2020).

This condition causes blind students to need tools, learning media, methods, and techniques specifically to support learning. The conditions experienced by the blind cause difficulties for students in exploring experiences, interactions, and moving places (Yudhiastuti & Azizah, 2019). Adjustment of conditions with the provision of

blind learning must be in accordance with the existing conditions, and is expected to maximize the potential for students' vision in learning. As the blind is divided into 2 in outline, namely low vision *and* total blind, educators continue to use audio and visual learning media to maximize the vision of blind students (*low vision*).

In the success of the education that students receive, the role of parents is very influential in this matter, namely, the coordination of education taught by parents according to the teachings that schools should educate (L. N. Azizah, 2022). This coordination is very important especially in blind schools. Many blind schools experience difficulties in educating their students due to differences in teaching methods such as reading and writing techniques, understanding of braille, and mobility (Asiyah, 2018).

After describing some points, The purpose of this research is to find out how the process of cooperation between schools and parents/guardians of students with visual impairments at SLB PGRI Sentolo. From this research, we found that the cooperation between parents and schools was very well established. This is proven by the fact that schools often hold regular meetings with parents/guardians of blind children to share their vision in educating blind children. Apart from going through regular meetings, teachers also use Whatsapp Group media as a means of communication between teachers and parents/guardians. The impact of the existence of a good relationship between school and parents, students with special needs, especially blind children, in undergoing learning at school and their daily lives at home are getting more organized and better.

METHOD

The research method used in compiling this journal is qualitative, with field studies, interviews as primary data (Nazarudin, 2018), and supplemented by literature study as reinforcement in the preparation of this journal (I. Azizah, 2022). The techniques in data collection that were applied were searching, collecting, and integrating all the data findings with field facts that the researchers observed. Regarding the preparation of journals, researchers include important and confirmed information in writing, and interpreting data

FINDINGS AND DISCUSSION

A. Definition of Teacher Cooperation with Parents

Cooperation is an activity carried out together between one person or several people to achieve a goal that they want to achieve together. Islam also teaches its people to help each other, as stated in Surah Al-Ma'idah verse 2 which means:

"And help each other in (doing) virtue and piety, and do not help each other in committing sins and transgressions"

In Indonesia Surah Al-Ma'idah verse 2 :

“Dan tolong-menolonglah kamu dalam (mengerjakan) kebajikan dan takwa, dan jangan tolong-menolong dalam berbuat dosa dan pelanggaran”

From the meaning of the verse above we can know together that Allah SWT calls us all to help each other in goodness and piety. As we know that humans are essentially social creatures, who need other people to complement their various shortcomings (Risdiyok & Aprison, 2021).

If linked in the world of education, the relationship of cooperation is found in the term Tri Pusat Pendidikan, the term contains the meaning of three education centers consisting of schools, parents, and the community. The three educational centers have an important role in the world of education. Therefore, there must be cooperation with each other to achieve the goals of education. Because in reality, teachers and parents have the same role as educators, the only difference is that teachers educate at school, while parents educate at home (Anggara, 2020).

Cooperation between teachers and parents is indeed very important in the effort to achieve the goal of the maturity of students through education. Therefore, the right steps are needed to establish cooperation between parents and teachers in order to increase the learning activities of students. The following are the right steps to establish a relationship between parents and teachers. According to Eipstein in Coleman (2013), Cooperation between parents and madrasas can be done in several forms such as parenting, volunteering, communication, involvement of parents in children's learning at home, as well as collaboration by community groups. The initial step of cooperation can be done by establishing good communication between the madrasah/school and the parents. From good communication, it is hoped to be able to develop the same perception between parents and the madrasah to support the learning process carried out (Nazarudin, 2018).

B. Implementation of School Cooperation with Parents of Visually Impaired Children

Cooperation between parents and schools (teachers) is listed in the Regulation of the Minister of Education and Culture Number 23 of 2015 regarding the growth of character where a mandatory meeting between teachers and parents of students is held in the new school year to discuss the vision, rules, materials and planning that will be achieved in order to get support from the parents of students who are traveling. Lickona, thinks that there are two important things that parents and teachers should pay attention to in educating children, namely (1) invite parents to cooperate with the school to support improving children's morale and (2) teachers give help to parents as the main educators for students (Anggara, 2020).

In the following, the implementation of cooperation between parents and teachers (schools) can be done by providing communication between parents and teachers, providing parenting programs, Case Conferences, and implementing volunteering programs. The provision of communication can provide information to parents about the implementation of school programs as well as the development of children in their learning, so that parents can participate in the development and learning of children. Furthermore, in the parenting program itself, guidance can be given from a resource person who is already an expert in his field such as a doctor, therapist, or psychiatrist, which can help how to implement or maintain a good education, in accordance with

what the child needs starting at school or at home. Case Conference (case conference) can be done by means of a meeting between teachers and parents that aims to hold a meeting related to solving problems that occur to students. As for volunteering, this is also the case, activities like this aim to give guidance to parents about any school programs that should be implemented by their children and should be supported by their direct support. From the description that has been explained, it gives an understanding that the process of children's education will not be separated from the involvement of parents and teachers. The involvement takes the form of a collaboration carried out by parents and teachers in order to improve learning outcomes (Fadhilah, 2021).

After conducting *field research* at SLB PGRI Sentolo, it can be concluded that examples of cooperation that can be done between teachers and parents include:

1) Uniting perspectives between teachers and student guardians

This is very needed, because it is difficult for blind children to get different lessons. So teachers and parents should equalize perspectives, to make it easier for blind children to learn. Let's say daily activities, blind children need to learn in this regard, such as the names of objects around them, the names of daily activities, and daily procedures such as the word "eat" and how to apply it. This will further minimize controversy between teachers and parents.

2) Hold Meetings Once a Month

In routine meetings held, teachers and parents can share each other's obstacles, or problems that children go through. The hope is that teachers and parents can work together to help each other, solve the problems faced by visually impaired students.

3) Greeting, Smile, Greet

Every morning, teachers and parents can work together by implementing routine activities, greetings, smiles and greetings. In this way, the relationship between teachers and parents will definitely be stronger in their families. So it will be easier to work together. In addition, a friendly smile can also increase students' morning spirits, and lead to more conducive and cheerful learning activities.

4) Cooperation to Always Motivate Achievement Students

It is a unique championship that can be owned by all people, according to their field. Blind students are not excluded. They also have the right to get encouragement from the closest people to be able to exploit themselves, and develop their potentials.

C. Obstacles that schools have with parents

Learning can be said to be successful if parents and schools work together in learning. The fact that students spend more time at home compared to school, for that reason, there must be cooperation between the school and the people and contribute to learning for children who have limitations, whether it is limited vision, hearing, speech, or others. With the existence of the Cooperation, there will be several obstacles that can be encountered in implementing learning for children who have limitations including (Suryani, 2021):

1) The presence of Miscommunication and Misconceptions

Miscommunication and Misconceptions are factors that cause arguments or controversies, which often occur between parents and teachers. In fact, not a few of the parents who often protest to the school, for problems caused by miscommunication and misconception (Suryani, 2021).

2) Many Parents Still Think That

Parental Attitudes Like This Should Be Avoided What's More For Children With Limitations Because It Can Be Seen That Children With Special Needs Like This Should Be Heeded. Why? because a child will never depend directly on his parents, let alone a child with limitations, how can a child with limitations live his life, what if his parents do not provide the slightest education, let alone lack of concern for the child (Suryani, 2021).

3) Lack of facilities and infrastructure

Facilities and infrastructure are very important for an educator or even a student. Why is that? Because what if the school does not have complete facilities and infrastructure how can an educator teach his students. What's more, his students have a deficiency in vision. For that reason, the school needs complete facilities and infrastructure so that students and educators can be comfortable in teaching (Suryani, 2021).

4) Lack of manpower

Teaching children with disabilities is so difficult that the manpower in it is lacking. Many of the inability of an educator to teach children with these limitations makes other educators prefer to work in a normal school. what's more educators who teach in Islamic education subjects, the lack of manpower of an educator in the eyes of Islamic education students makes educators who teach in Islamic education subjects overwhelmed. In educating children experiencing limitations one of them is blind children. An educator must be good at public speaking, why is that? because blind children can only listen to what we are talking about without having to see, so an educator must be good in his public speaking (Suryani, 2021).

5) Limitation of time

The limitation of teaching time in this school makes an educator need support from his parents so that the child can remember what has been taught in school. Teaching the child of wisdom must have a high degree of patience, why is that? Because their ability to remember it is very low. So that in providing learning, it must be repeated continuously so that it is not easy to forget.

6) Lack of learning media

In teaching children who have these limitations, they should have media in their learning. The lack of media in this learning makes it very difficult for an educator to teach children with these limitations (Desaryanti, 2019).

D. Solutions in Overcoming Obstacles

Solutions in solving the problems faced in facing obstacles in developing the abilities of children who have limitations among them (Sanjaya, 2019):

1) Creating a supportive environment for children with special needs

For children with poor vision, parents should teach their children how to shape the environment around them. Like teaching a child how to form a circle, what color is a leaf even though the child who has a deficiency in his vision cannot see. The environment that supports this is like the community that surrounds the family of a child with a deficiency that does not judge themselves or that society does not allow their children to play with children who have the deficiency.

2) There is good communication between teachers and parents.

Communication is very important in teaching children with special abilities. Why is that because if there are differences between teachers and parents in

educating children with special needs, then a good education for the child will not be achieved. So that the same goal is needed in order to achieve a desired hope. Not only that, parents and teachers hold meetings either online or offline so that the purpose of teaching children with special needs is appropriate.

3) There is a role for the government in providing facilities and infrastructure for schools.

The role of the government is very important for schools that teach children who have limitations such as providing complete facilities for the school so that the process of teaching them goes well. The government should not discriminate in giving aid to schools.

CONCLUSION

Cooperation is an activity carried out jointly between one or more people, to achieve a common goal. As for the scope of education, there are three important components that must be well established, these components include the family, school and community. With the good cooperation of these three components, it will certainly have an impact on the achievement of educational goals properly.

In this study, the main focus of researchers is collaboration between teachers and parents of blind children. The form of cooperation between teachers and parents in general has been regulated in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the growth of character where mandatory meetings are held between teachers and parents of students in the new school year to discuss the vision, rules, materials and plans that are will be achieved in order to get support from the parents of the students concerned. In this regard, researchers have conducted research at an SLB school in Kulonprogo, more precisely SLB PGRI Sentolo. At the school, there has been good cooperation between parents of students and teachers. The forms of cooperation consist of (1) unifying perspectives between teachers and student guardians, (2) holding meetings once a month, (3) Greet Smiles and Greetings program, and (4) collaboration to Always Motivate Students. Through these four programs, the school hopes to establish a good relationship between teachers and parents in order to achieve the expected educational goals.

To realize the various programs that have been described above, of course, is not as easy as turning the palm of the hand. There will be various obstacles that will result in the achievement of the program not being maximized. From the research that was conducted at SLB PGRI Sentolo, researchers found various obstacles that resulted in less than optimal cooperation between parents and teachers. These various obstacles include (1) miscommunication and misconceptions, (2) many parents still think old-fashioned, (3) lack of facilities and infrastructure, (4) lack of manpower, (5) limited time, (6) lack of learning media .

By finding the various obstacles above, the school made various efforts to minimize the occurrence of obstacles that caused the lack of maximum cooperation between parents and teachers. Forms of school efforts/solutions in overcoming various obstacles include the following (1) creating a supportive environment for children with

special needs, (2) good communication between teachers and parents, (3) the government's role in providing facilities and infrastructure for school.

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