



**Improving the Skills to Explore the Environment through the Drill Method
in Class VIII Blind Student: (Classroom Action Research in SLBN Prof. Dr. Sri
Soedewi MS, SH City Jambi)**

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Abstract

The research discusses the improvement of environmental exploration skills through the drill method in class VIII blind students at SLB Negeri Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi City. This research is based on the problem of blind students who are not yet skilled in exploring the environment. This class has 2 blind students with the initials E and H with different characteristics. The research aims to see whether the drill method is effectively used to improve the skills of blind students in exploring the environment. The research was conducted using classroom action research methods. This research was conducted by collaborating with teachers. This research was conducted in two cycles. Each cycle starts from the stages of planning, execution of actions, observation and reflection. The results of the study are described in the form of narratives and graphs from the process to the results of the increase in cycle II. In the first cycle, students get the results E 65% dan H 65% and the results in the second cycle E 95% and H 90%. This shows that the drill method is effectively used to improve environmental exploration skills.

Keywords: Environmental exploration skills, drill method, blind

Introduction

Term child in need special have scope which very large. In the special education paradigm, the diversity of children is highly valued. Every children have different cultural and developmental life backgrounds different, therefore it is possible that every child will have special needs as well as different learning barriers, so that every child actually require educational services that are tailored to learning barriers and needs each child (Marlina, 2015).

Education outside normal organized for serve all student Including students special needs in learning. special needs in learn and of course carried out according to their abilities, in line with opinion of Polloway and Patton who argued that children with special service customized with needs child (Ishartiwi, 2014).

Blindness is an abnormality or impairment of vision and have level or classification which vary. Blind is one type of sensory disorder (sensory), namely abnormalities in the sense of sight (eye).

Blind in terms of education as a visual disability so that disturb process study and achievement study by optimal, so that requires teaching methods, learning, and adjustment of lesson materials and environment study (Purwaka, 2015).

Blind children are those who do not capable or limited in using their eyesight, which is commonly referred to as blind. Besides that person with blind have condition which have disturbance or obstacle to senses vision (Khamil & Sopandi, 2018).

Independence is the attitude of a person whose life does not depend always on person other and have feelings believe self for knowing environment, if one can do it there will be a feeling of satisfaction in the effort that. Activity general and no escape from life that is activity walk, so that blind must be equipped with ability in orientation and mobility skills. No different from other normal people, person with blind must Keep going study how Becomes somebody which have independence (Khamil & Sopandi, 2018).

Learning Skills orientation and mobility for blind, Among them are the skills to explore the environment by using self-defense techniques. It teaches orientation and mobility skills to person with blind, which have destination for shape attitude their independent. These skills can build self-confidence, and the child does not become quiet or passive towards environment. Skills This orientation and mobility is aimed at developing people with visually impaired sense of readiness and ability to carry out various activities in outside the house that has programmed, planned and systematic (Rahardja, 2012).

Based on results observation in SLB Country Prof. Dr Sri Soedewi Masjchun Sofwan, SH City Jambi on participant educate class VIII, found the problem that the learning carried out by the teacher for skills orientation and mobility in the form of theoretical explanations through the

lecture method, participants educate no given opportunity for practice, teacher no To do step- demonstration steps and not correcting when students make mistakes, the drill method has not been used because it uses more lecture which caused by limitations senses vision teacher, so that participant educate have deficiencies in orientation and mobility which causing a lack of ability to master the environment and participants educate experiencing fear, worried, easy to despair, no independent and difficult adapt self.

The drill method that will be carried out on students here is to innovate with use method drill which conducted in corridor room class, because the classroom corridor is an ideal place to do the method drill to explore the environment whose route is starting from the room corridor class of students then go to other classrooms, to the toilet, to the hall and then return to the classroom. Then the drill method here is also carried out with the use of media such as tables, chairs, nails, windows, stairs, poles, etc the place rubbish as blocker in implementation gift action.

By because that, writer wish for To do study increase Skills explore environment with drill method for overcome the above problems. The author chooses and sets this drill method because the drill method is considered a method that can provide opportunities or opportunities for students to be active in trying exploring exercises environment.

Research Methods

The approach in this research, the researcher uses action research class which aim To use increase Skills in explore environment for blind students of class VIII SMPLB at SLB Negeri Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi City by using the method drills. This research was carried out through first observing the skills of the participants educate the blind who after that given action.

This type of research, the researcher uses a classroom action research model (PTK). Study action class is study action which held aim for increase quality practice learning in class (Kunandar, 2016). Another opinion that classroom action research is observation of learning activities in the form of actions that are deliberately raised and conducted by collective in in class (Arikunto, 2015).

On study this conducted in class VIII SLB Country Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi City. In this research carried out two cycles regarding the process carried out in improving skills explore the environment. Researchers act as implementers of action and teachers class as collaborators or as observers. The subjects of this research are two people blind students of class VIII SLB Negeri Prof. Dr. Sri Soedewi Masjchun Sofwan, SH City Jambi.

As for procedure study which used in study this use model study Kemmis and MC Taggart consist from four components in the concept of classroom action research, namely *planning* , action (*acting*) , observation (*observing*) and reflection (*reflecting*). Study action class must structured with two cycle I and II with no restricted then followed with observation, reflection and reporting (Arikunto, 2013).

Result and Discussion

This research was conducted in two cycles, the first cycle was conducted on date 30 May 2022 until with 11 June 2022 and next cycle second conducted on June 13, 2022 until June 23, 2022. Process learning in progress with explain, demonstrate and practice repeatedly about material about exploring the environment from introduction of self-protection techniques that will be used by blind students during learning, after that take actions that begin with activities initial, core and closing activities. Every meeting held After learning, a test is carried out according to what has been taught. End of

the cycle is to make a report on the observations between the researcher and the teacher class, then researcher analyze activity which has achieved and doing reflection for determine action which will conducted next to participant educate. Based on reduction data which obtained the, then question in formulation of the problem can be answered as following:

a. How process learning through method drill in effort improve students' environmental exploration skills blind class VIII in SLB Country Prof. Dr Sri Soedewi Masjchun Sofwan, SH City Jambi.

In the first cycle the researcher provides action in learning Skills explore environment through method drills. Method drill this could train participants educate in learning because learning which character demonstrate or practice by direct and could conducted repeatedly to students. After that, the researcher explained the benefits of explore environment and explain technique and steps which used in exploring the environment through the drill method until the participants educate could with easy understand it and then researcher instruct participant educate for practice or practice explore environment by following these steps. When students experience trouble so researcher will give guidance by individually, this activity the researcher did repeatedly until the participants students can do it without help. Next, the researcher gives test at the end of the lesson to find out the extent of understanding learners.

Based on data which obtained from meeting first until the fourth meeting in the first cycle, it was found that students has increased even though it has not yet reached the criteria for completeness minimum which agreed by the school. Therefore that researchers and teachers To do negotiation for continue to cycle second.

On cycle second, researcher give lessons to participant educate related with what just which not yet achieved cycled first. And then conducted action second seen existence enhancement which occur to participant educate blind in practice Skills explore environment compared to the first cycle, and this increase can be seen from the the results of the tests that have been carried out. Based on the results of the second cycle tindakan it can be seen that E students get value from learning outcomes as following: 75%, 85%, 90%, 95% and participant educate H get score from results study as following: 70%, 80%, 85%, 90%.

Based on the data obtained, it can be concluded that the action on cycle first and cycle second walk in accordance with hope. Because environmental exploration skills on cycle both students have experience enhancement, so action dismissed on cycle second this.

b. How enhancement Skills explore environment on class VIII blind students at SLB Negeri Prof. Dr Sri Soedewi Masjchun Sofwan, SH City Jambi.

Answer formula problem which second, how enhancement skills to explore the environment of blind students in research this, so researcher will use chart which has spelled out on description of the research results above. The graph illustrates the increase the skills of exploring the environment of blind students as seen from the comparison score start from ability beginning and results which obtained students in cycle I and cycle II. The results of the practice tests carried out for knowing the skills of students in exploring the environment through drill method. The students' initial abilities are E 30% and H 20%. Ability beginning participant learn can seen on chart 4.5 below:

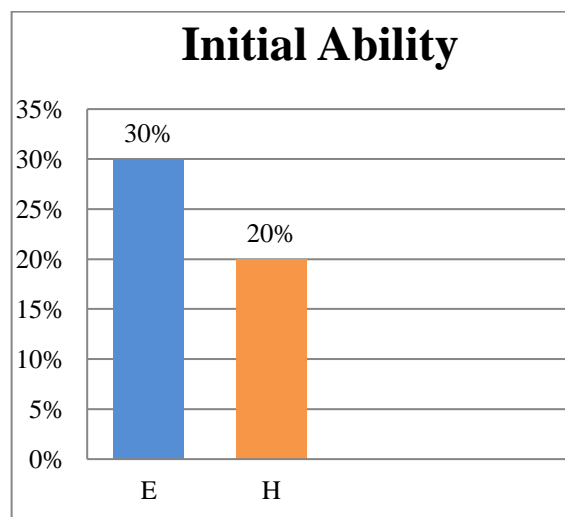


Chart 4.5 Initial ability learners.

Cycle I was carried out by the teacher by providing skill actions explore the environment. Where in the first cycle begins with making a plan device learning (RPP), prepare the place learning for practice explore environment, then given action on cycle I with four meetings by dividing the material for each meeting. The ability of students in the first cycle, namely E 65% and H 65% can be seen on chart 4.6 following this:

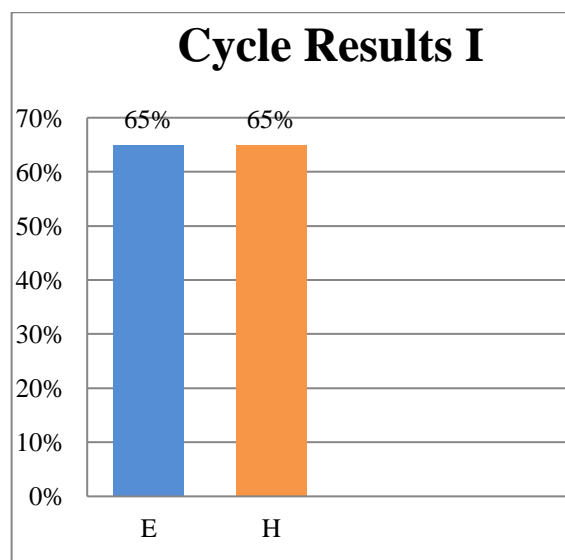


Chart 4.6 Results test student practice cycle I

In the second cycle, the results of the students' practice tests were E 95% and H 90%. could seen on chart 4.7 in lower this:

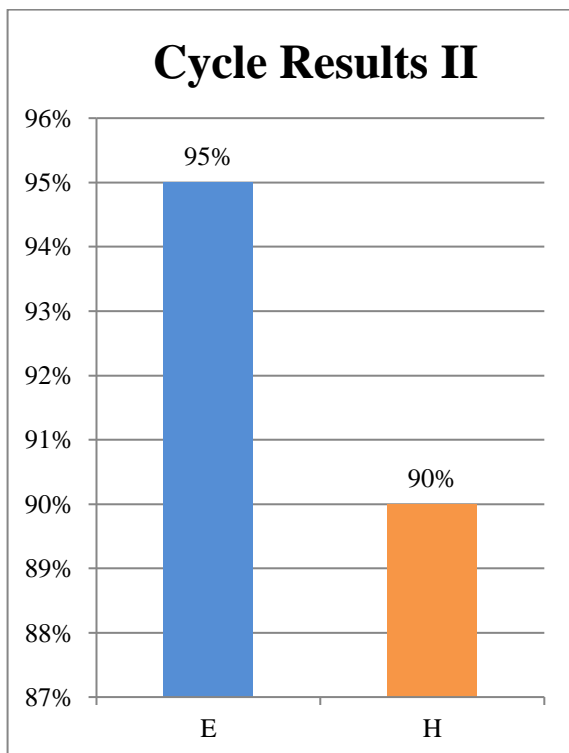


Chart 4.7 Results test practice learners cycle II

The results of the graph above show an increase in browsing skills environment for blind students class VIII at SLB Negeri Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi City through drill method.

Researcher and teacher discuss and knowing that Skills exploring the environment of students has increased, although it is still there is a little more that needs teacher guidance. Researchers and teachers agreed to end action until cycle II. Following chart for clarify improving the skills of exploring the environment of students through the method drills, started from ability beginning participant educate, after given action in cycle I and actions in cycle II, it can be seen in graph 4.8 belowthis:

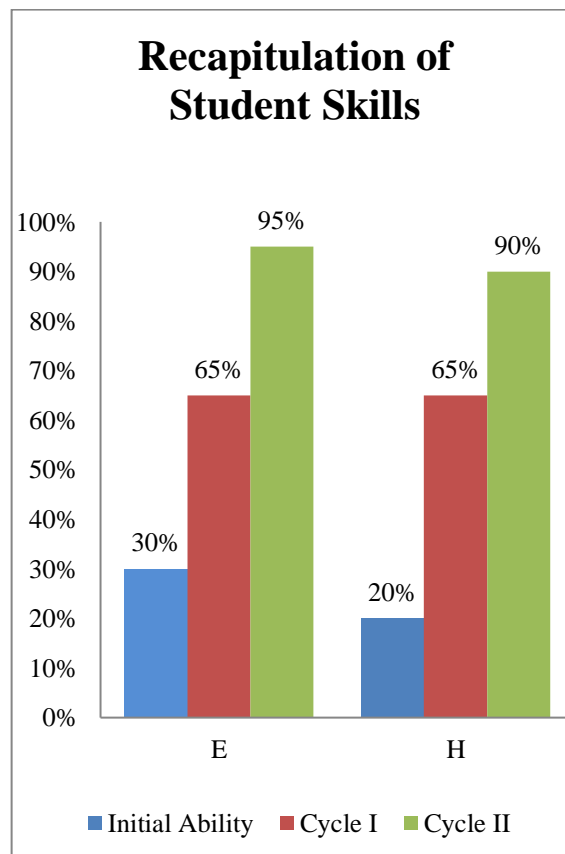


Chart 4.8 Results Recapitulation

Based on results chart in on is known that ability beginning learners ie E= 30% and H= 20%, after given action on cycle I seen existence enhancement E= 65% and H=65%, and then after given action on cycle II E= 95% and H= 90%.

Results which obtained participant educate blind after held The action consists of two cycles, namely where it can be seen from the results test practice or practice ability participant educate. From ability beginning participant educate E 30% and H 20% . on cycle IE 65% and H 65% and increased in the second cycle with the results of E 95% and H 90%. With good results obtained could taken conclusion that destination researcher for improving the skills of exploring the environment through the drill method can improved and these results indicate that the drill method is effective and could used for increase Skills explore environment learners

visually impaired with results which satisfying.

Conclusion

Based on the results obtained during research and data analysis which has been carried out at the State SLB Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi City, where the research was conducted eight face-to-face meetings, which is divided into two cycles, where in the first cycle there are four meetings and cycled second four time meeting. From results study could concluded that the drill method can improve the skills of exploring the environment in blind students in class VIII SLB Negeri Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi City. Research result this can researcher see from existence enhancement Skills participant educate blind on every meeting moment study. The results obtained by student E in the first cycle are 65% and in the second cycle, student E obtained 95% results. Next, participants students H get the results in the first cycle is 65% and in the second cycle get 90% result. Because the results of the two blind students on cycle second already reach criteria completeness minimum 75, so action discontinued with destination which expected has achieved.

Activity learning on cycle first and second no many changed, but in the second cycle there were some changes to make improvements from the first cycle, like a teacher more intensive when provide learning to students, before the researcher learns condition the place of practice or training that aims to make students can focus in learning because the focus of students is often distracted by disturbances other like participant educate from class other, researcher do more practice or practice exploring the environment through method drill which conducted by gradually start from imitate or demonstrate, guide and

give students the opportunity to do it themselves without help so that students can better understand and skilled in explore environment by independent.

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Author Profile

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