
Analyzing Traps in the Development of Children with Special Needs on Vision, Hearing and Communication Barriers

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Abstract

This research analyzes the trappings of coaching Children with Special Needs on Vision, Hearing, and Communication Barriers. The subject of this research is children with special needs who have vision, hearing, and communication barriers. The research method used is the Literature review method. The literature review method is a form of research by searching existing research and literature. Research was carried out by reviewing the literature to obtain references appropriate to the research topic. The data sources used as material for this research are books, journals, and internet sites related to the chosen topic. The analysis of this research concludes that the ideal traps to use are the sand playing traps to improve motor skills for children with special needs who are visually impaired and the traps as a video visual learning medium for children with special needs who are hearing impaired.

Keywords: Children with Special Needs, Vision Barrier, Hearing Barrier, Communication Barrier

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for religious and spiritual strength, self-control, personality, and national and state society to become complete human beings as expected. Predetermined goals.

People with disabilities (disabled) are people who have different abilities. Law Number 4 of 1997 concerning Persons with Disabilities in Article 1, paragraph 1 determines that a person with a disability is any person who has a physical or mental disability, which can be an obstacle for him or her to participate in society fully and effectively based on principles. Equality. Inclusive education is one of the national policies in the context of completing compulsory basic education. Inclusive education is an educational service system that ensures that people with disabilities can be served at nearby schools and in regular classes together with friends of their age.

Guidance and Counseling exist to help children with special needs develop themselves, such as developing their basic abilities, talents, and interests, by adapting themselves optimally according to their disorders or special needs. This is the background for this research to analyze the pitfalls in coaching children with special needs regarding visual, hearing, and communication barriers.

According to (Lisinus and Sembiring, 2020), we can conclude that blind children will face various problems when studying, namely: a. Accessibility of Learning Materials; B. Limited Access to Visual Information. Visually impaired children may have difficulty understanding visually based information such as graphs, diagrams, or pictures; C. Limited Movement and Orientation. Difficulty in exploring the surrounding physical environment; D. Lack of Social Interaction. This can impact their ability to work in groups and communicate with peers, e. Limited Access to Physical Activity; F. Lack of Blind Role Models.

According to Mangunsong (Lisinus & Sembiring, 2020), Deaf people are individuals whose hearing does not function and, therefore, require special services. Deaf Learning Problems, including a) Communication Limitations. Deaf children may face difficulties speaking and understanding spoken language, especially if they are not trained in sign language or use hearing aids or cochlear implants; b) Language Delay; c) Limited Access to Auditive Information. Deaf children may have difficulty understanding information conveyed through sound or speech, d) Social and Emotional Difficulties, e) Lack of support, f) Difficulty in Understanding Music, and g) Lack of Active Engagement Opportunities. Sometimes, deaf children may feel limited in

participating in activities outside the classroom, such as performances or sports, which can impact their overall educational experience.

Research Method

The research method used is the Literature review method. The literature review method is a form of research by explores existing research and literature. Research was carried out by reviewing the literature to obtain references appropriate to the research topic.

Result And Discussion

Based (Kurniawati & Adistiana, 2017), the research subjects were blind children. In providing these traps, several things must be considered, namely the intervention program used:

- a. Program design must be sequential
- b. Participants were able to sing the song "Let's Eat" 6/10 times in one session
- c. There was an increase in verbal communication between participants

The research results obtained were an increase in the ability to express the desire to eat verbally. This trapping program also influences children's emotions by increasing their initiative to interact with other people.

Meanwhile, in the journal (Azzahro, 2014) takes research subjects as samples of deaf and blind children. There are many models of play therapy in this research, such as playgrounds to stimulate children's motor skills. For coaching children with special needs this research provides several strategic solutions that can be used in coaching services for children with special needs, namely:

1. Trappists play with sand to improve the motor skills of visually impaired children

Quoted to (RUFAIDA & Reza, 2013) there are three stages of development of playing with sand:

- a. Sensory-motor exploration relates to the five senses. At this stage, children learn about the properties of sand through their fingers.
- b. Children use their experiences and learning for a purpose. Playing is a child's activity that is accompanied by planning, experimentation, and activities with sand.
- c. Children perfect the results of the previous stage. At this stage, children are shown the complexity of their own planned activities.

Based on these stages, it can be concluded that playing with sand traps for blind children will help blind children develop their sensory motor skills through sand or objects they hold, such as twigs, leaves and grass. Not only does it develop sensory motor skills, but with this trapping method, children will easily concentrate and can even be creative, such as blind children who are able to write letters in the sand. Apart from that, this trapping method can overcome children's emotional and social problems. Like by playing trapis, children can feel happy and excited and can even play with their friends.

2. The trap of video-visual learning media for deaf children

(Kurnia & Ehan, 2018) In using this media, the teacher asks students to watch the video in question. This video can also be used by parents of children at home so that it can be repeated and children can remember the names of objects more quickly. This media can be applied so that children can convey the response or message they want to convey clearly and can be understood by the person they are talking to. Communication like this can help children obtain information and learn well. Things to pay attention to are:

In the implementation stage, the teacher uses comprehensive video learning media. The things that must be done are as follows:

- a. Stimulate children to watch videos
- b. Observe the child's activities while playing the video. So the teacher does not need to go back and forth around the classroom to keep the class conducive.
- c. Providing explanations or strengthening vocabulary mastery in videos
- d. Replay the video if necessary.
- e. Make conclusions regarding the content or overall material of the communication video.

Total communication video learning media is video media that contains noun vocabulary using a total communication method, namely utilizing all the sensory organs of deaf children, which has been proven to be effective.

Conclusion

Children still experience many obstacles with Special Needs. To overcome these problems, a teacher can provide ABK with methods/traps to support their learning process at school. Guidance and Counseling teachers also take part in providing the best service for ABK. For this reason, the right therapist is needed to help overcome the obstacles of children with special needs who are blind, deaf and speech impaired. The traps provided in this study aim to play sand traps and visual video learning media for deaf children to improve the motor skills of blind children.

It is hoped that schools can wisely provide activity programs related to student self-development that are based on student needs while also being able to use the results of this research as a reference in creating guidance and counseling programs for children with other special needs. It is hoped that guidance and counseling teachers who serve as inclusive school counselors can use the results of this research as material for consideration in creating guidance and counseling programs for children with special needs in their respective schools.

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