

# **Learning problems solving ability on student with visual impairments, and the implication to lecturers task on special education**

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## **Abstract**

Based on the results of interviews conducted by the research team (2014) showed that the majority of students with visual impairments of Special Education Department Faculty of Education Nusantara Islamic University Bandung had low ability to solve problems of learning, who are proved not to have resilience to face difficulties in attending lectures and carrying out the tasks of from the lecturers. Therefore, it should be revealed by the ability to solve these problems and how the implications of the duty of lecturers. The subjects of the research are the lecturers and the students with visual impairments. Data were collected by using observation and interview. Data were analyzed qualitatively. The results showed that blind students of Special-Education Department Faculty of Education Nusantara Islamic University Bandung has to learn problem-solving skills on average 46.5% in the high category and 53.5% in the low category. The implication of the study is that lecturers are expected to help solve the problem of blind students, by combining the guidance of solving the problem of learning with learning materials, student information gathering abilities in solving learning problems, identify students who have been learning problems and provide guidance immediately upon learning proses.

**Keywords:** learning problems, the blind, the task of the lecturer

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## **1. Introduction**

The guidance given by the lecturer on special education department, faculty of education Nusantara Islamic University Bandung should be able to enhance the learning problem-solving skills, it can increase the value of the course and help them to be able to solve the problem in their life. Increasing the capability of student with impairment is important to support the implementation of Law No.20/of 2003 on National Education System Article 1 (1):

“Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learner are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills, society, nation and state.”

If the guidance is given positively to fit the needs of visually impaired students and to encourage them, then the possibility of motivation, skills, attitude and study habits will increase and it would be solved the problem of learning. However, if education is not focusing on these components, they will have difficulty in learning and life which affected their optimum potential. Generally, students with visual impairments have the capability to express their opinion, but it is often hampered by feeling unconfident as an influence because they have disabilities. In order to increase their confidence, guidance should be given to solve learning problem.

### **State of The Problem**

Reasons for choosing research on guidance to solve the problem of learning of students with visual impairment, because students with visual impairment have normal intelligence, the chance of achievement, demands to increase learning skills, attitude and study habits. However, they have problem that needs to be assisted, proven value courses under the watchful, less confident, less optimizing potency, lack of self facilitate and create conditions in conducive learning situation.

Based on observations on the student with visual impairment who study in special education programs faculty of education Nusantara Islamic University Bandung, (2014) it showed that the majority of students with visual impairment are unable to solve the problem of learning, the fact is proved to be resilient in mastering the course material, delivering assignments, self teaching, utilizing science and

technology, and compete in the study, even though potentials are not much different from that alert. Thus, the potential for optimal academic undeveloped, although the field of sound art, music, poetry and massaged for health superior to sighted. But the experience is not used to achieve excellence for success in learning.

Some interviews with students with visual impairments on special education programs faculty of education Nusantara Islamic University Bandung shows that the majority of students with visual impairments need: (1) guidance to solve the problem of learning with the appropriate expectations, (2) not only on teaching time, (3) to increase the motivation, skills, attitudes and habits learning, (4) well planning in learning step.

Lecturer has not giving the optimal guidance to solve learning problem for visually impaired students. Therefore, learning problem-solving skills that need to be revealed, discussed and implied to the task lecturer on special education programs, faculty of education Nusantara Islamic University Bandung.

So, the research question on this study is “How students with visual impairment could learn problem-solving skills? “, then how its implications for special education Departement, faculty of education at Nusantara Islamic University Bandung?

## **2. Literature Study**

### **The Ability to Solve Learning Problem**

In resolving a course problem on student with visual impairment this research will begin with the the main problems that increase in study problem. The problem is an unclear situation in solving their problem that confront individuals or groups to find the answer (Swistoro, 2010:7). Problem solving is an individual or group effort to find answers based on the understanding that has been held previously in order to meet the demands of unfamiliar situations/ normal (Krulik & Rudnick, 1996; Carson, 2007 in Swistoro, 2010:7). Thus the problem-solving skills learned in this study is the ability of individuals as an effort to find answers based on the knowledge and experience you have had previously to resolve the difficultie related to the demands of the learning situation.

## **The Characteristics of Visually Impaired Student**

Barraga (Amin, 1996:2) argues that: a child is said to be visual disabilities if the disability may interfere with optimal learning achievement, unless adjustments are made in the method of presentation, the properties of the materials used and/or the learning environment. Visually impaired student is a student who can not use their senses of sight as sighted students, the focus of the guidance is to have a learning problem-solving skills. Visually impaired student can solve learning problems because it has the same IQ as sighted students. Tillman and Osborne (Meiyani, 2000:11) has been conducting research results showed:

- (a) Children with visual impairment maintain those special experiences as well as normal children, but the experience is less integrated.
- (b) Children with visual impairments a figure that is almost the same as normal children in subscale numeracy, information, vocabulary and proficiency with numbers, but less good at understanding and similarity.
- (c) Vocabulary blind children tend to be the definitive word, where as normal children using the meanings wider

Based on the above opinion, we can conclude that visually impaired student sare students who are able to follow along with the normal course although they have the difficulty on visual learning, only need special guidance to be able to solve the problem of learning, because the personality characteristics of students of different blind no different with sighted students. Tuttle research results (Amin, 1995:17) suggests that the behavior stand out from blind children are sad, with drawn, rejection, and reappraisal. Birth defects will not feel begin tosee, the effectis lesson personality than defects after birth because itnever felt seen. Students with visual impairments need special guidance to solve the problem of learning

### **3. Research Method**

The method used in this research is descriptive, qualitative approach, using instrument questionnaires, observation guidelines and interview guides, data sources is taken from visually impaired students and lecturer on special education programs faculty of education Nusantara Islamic University Bandung, and a research special

education programs faculty of education Nusantara Islamic University Bandung. Data were analyzed qualitatively.

#### **4. The Result of Research and Its Implication**

The research showed that the majority of students with visual impairment are less able to solve learning problems, relating to how to master the course material, making the task of lecturers, implement own study, utilizing science and technology, competing to excel in learning, implementing plans and learning strategies that have been prepared, reaching expectations in learning, and manage time to learn.

Implications ability to solve the problem of student learning blind to the task lecturer special education programs faculty of education Nusantara Islamic University Bandung, as follows: the teachers need to give guidance to solve the problem of learning, ie before learning proses lasted make plans to insert and integrate materials on solving the problem of learning the material learning proses, determine the types of activities and an approach consistent with the characteristics of students with visual impairments and learning problem solving material. During a lecture took place, trying to gather information about the ability to solve learning problems of students with visual impairments and identify students with visual impairments who have difficulty in solving learning problems and try to provide guidance immediately upon learning proses take place by providing information that can solve these obstacles (Makmun, 2004: 250), Also, it provides an easy question or expected to be answered by them, conditioned learning environment that stimulates to think and solve problems, give examples of what is taught by the story that the contents of the benefits, principles, and measures to solve a problem, connecting material that is taught to solve problems of learning materials, revealing their experience in solving learning problems or other fields related to the material being taught, giving examples of course materials adapted to the characteristics and ability to solve problems. Learning proses is terminated before the lecturer gives an evaluation of the material and the material taught to solve problems, and gives recommendations on alternative solutions to learning problems that can be performed by visually impaired students

#### **5. Conclusion**

The ability of the visually impaired students on special education programs faculty of education Nusantara Islamic University Bandung in solving learning problems still low, therefore, lecturer special education programs faculty of education Nusantara Islamic University Bandung should be able to enhance these capabilities through insertion or integrate guidance to solve the problem of learning with the learning material on teaching time lasts.

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