

## IMPLEMENTATION OF ART LEARNING TO INCREASE THE INTEREST AND TALENT OF VISUALLY IMPAIRED STUDENTS SLB BERINGIN BHAKTI TALUN, CIREBON REGENCY

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**Abstract:** This study examines the implementation of art learning to improve the interests and talents of blind students at SLB A Beringin Bhakti, Cirebon City. Through a qualitative approach, data were collected through observations and interviews with students and teachers. Observations on May 31, 2024 showed that this school uses art learning through subjects, extracurricular activities, exercises, and competitions. Teachers have an important role in guiding students to participate in competitions up to the national level. The results of the study showed that creative and interactive art learning can improve students' motivation and art skills, such as playing musical instruments and recognizing musical instruments through touch. This program also has a positive impact on the development of the potential of blind students. With the right approach, art education becomes an effective forum for optimizing students' talents and interests, providing valuable provisions for their future.

**Keywords:** Blind, children with special needs, interests, talents, arts learning.

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### INTRODUCTION

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, national education aims to develop abilities, shape the character and civilization of a dignified nation. Education also plays a role in educating the nation's life and developing the potential of students to become human beings who have faith, piety, noble character, health, knowledge, capable, creative, independent, and responsible (Faturrahman, 2012). Children with Special Needs (ABK) have the same right to get education according to their needs. However, many people still view ABK as individuals without ability. This shows a lack of understanding of the potential possessed by the crew.

Each individual has a unique potential that includes different talents, interests, and intellectual abilities. ABK or Extraordinary Children (ALB) also have special characteristics that vary, both in terms of abilities and educational needs (Bandi Delphie, 2006). However, the challenges faced by ABK often make it difficult for teachers to provide appropriate educational services. Therefore, teachers need to understand the characteristics of ABK to help them develop their potential. A good understanding will make education more effective and inclusive.

The public's view of ABK is often influenced by stereotypes that limit their ability to develop. Physical or mental imperfections of crew members are often considered as an insurmountable obstacle (Efendi, 2006). As a result, crew members lack equal attention and opportunities in various aspects of life. Support from the community and the surrounding environment is very important to help ABK overcome these obstacles. A better awareness of the potential of crew members can provide opportunities for them to develop to the maximum.

The right of ABK to get education has been guaranteed by Law No. 20 of 2003 concerning the National Education System. Article 32 states that extraordinary education is provided to students who experience learning difficulties due to physical, emotional, mental, or social disorders. This decree shows that the government recognizes the importance of inclusive and equitable education. An exceptional education is designed to meet the unique needs of students, so they can thrive like any other child. With the right approach, crew members can reach their best potential.

Talent is an innate ability that a person has from birth, although its development is highly dependent on the environment (Cony R, 1997). Talents must be trained and honed in order to develop optimally (Yudrik, 2011). Meanwhile, interest is an impulse that makes a person feel interested in a certain thing. Interest is the main driver in choosing the educational path or activity you want to pursue. Therefore, it is important for education to pay attention to students' talents and interests so that both can develop optimally.

The school acts as a second environment for ABK in supporting the development of their talents and interests. In addition to providing academic education, the school also assists students in developing their non-academic potential. With a supportive environment, ABK can be more confident in developing their skills and abilities. The role of teachers is very important in creating an inclusive and adaptive learning environment. Teachers who understand the needs of ABK can provide more effective educational services.

SLB A Beringin Bhakti for the Blind, art learning is one of the main focuses in developing the talents and interests of visually impaired students. The arts have many benefits, including helping students improve their motor, sensory, emotional, and social skills. Art also provides a space for visually impaired students to express themselves in a unique and meaningful way. With a creative approach, art learning can be an effective medium to overcome communication barriers. The program is designed to help visually impaired students develop their potential optimally.

Art learning at SLB A Beringin Bhakti does not only focus on developing art skills, but also on increasing student motivation. Visually impaired students who engage in art activities show significant progress in various aspects of development. They become more confident,

creative, and eager to learn. The art program also encourages students to participate in various art competitions, both at the local and national levels. Thus, art is one of the important means in the self-development of visually impaired students.

The implementation of art learning at SLB A for the Blind is carried out through various creative approaches that are tailored to the needs of students. The school provides a space for students to explore their artistic talents through extracurricular activities, exercises, and competitions. Teachers play an important role in supporting students to participate in these various activities. This support not only helps students develop artistic skills, but also builds their confidence. With art learning, visually impaired students can be better prepared to face future challenges.

SLB A Beringin Bhakti is located on Jl. Pangeran Cakra Buana Gg. Mangga, Kepongpongan, Cirebon, West Java. This school serves visually impaired students from elementary to high school with mild to moderate conditions. In addition to academic education, the development of students' talents and interests is one of the main focuses of the school. The art program at SLB A Beringin Bhakti is designed to help visually impaired students develop their skills to the fullest. The school is committed to creating an inclusive and supportive learning environment.

This research was conducted at SLB A Beringin Bhakti to examine the implementation of art learning in increasing the interests and talents of visually impaired students. The results of the study show that art learning in this school has succeeded in having a positive impact on students. The arts not only help students develop motor and sensory skills, but also build their motivation and confidence. With the right approach, art learning at SLB A Beringin Bhakti is an effective model for the development of the potential of visually impaired students. This shows the importance of the arts as an integral part of inclusive education.

## **METHODS**

This study uses a qualitative approach to examine the condition of the object in its original state. In this approach, the researcher plays the role of the main instrument and the focus is more on understanding the meaning rather than making generalizations (Sugiyono, 2016). Qualitative research aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, and action, thoroughly and descriptively in the form of words (Moleong, 2017). In this study, the researcher did not intervene, manipulate, or change any activities, events, aspects, or components. Instead, the researcher describes the condition as it is (Sukmadinata, 2013). This study aims to determine the ability of students to increase students' interests and talents at SLB A Beringin Bhakti Cirebon school.

## **RESULT AND DISCUSSION**

Based on observations made by the researcher on May 31, 2024 at SLB A Beringin Bhakti, Cirebon City, West Java, data on teachers and students was found. The number of students consists of 3 students, and 2 teachers. At SLB A Beringin Bhakti, the student talent development program at school includes through extracurricular activities, exercises,

competitions every time there is an event and deepened when students want to participate in competitions both at the regional and national levels with the guidance of teachers.

Self-development activities through singing for visually impaired children are one aspect of learning music art at SLB A Beringin Bhakti, Cirebon City. This activity is designed for visually impaired students to participate in by considering the characteristics, interests, and talents of each individual. In this study, the researcher chose three students as a sample, namely Halima, Alfi, and Rafka, to observe their involvement in singing activities.

SLB A Beringin Bhakti, visually impaired children are classified based on their level of visual ability into three categories: total blindness, partially sighted, and low vision. Each of these categories faces different challenges in understanding music art learning materials. The inability of visually impaired students to see can be an obstacle in understanding the material both in theory and practice. To overcome these challenges, this singing activity is designed with an adaptive method that includes the use of audio aids, touch-based teaching techniques, and repetitive exercises. This method aims to provide support that matches the visual needs of students, so that they can develop their musical skills effectively.

From the analysis and results obtained, this study aims to explore the interests and talents that can be developed among students with special needs at SLB A Beringin Bhakti in SLB A Beringin Bhakti visually impaired students, as well as to find out how the art learning process of SLB students is. Art learning is learning that has many benefits and is not limited to creative expression. Art can help visually impaired students in various aspects of development, such as motor, sensory, emotional, and social skills. Art can also be an effective medium for overcoming communication barriers and providing opportunities for visually impaired students to express themselves in a unique and meaningful way. Therefore, the proper and effective implementation of art learning is very important to increase students' interests and talents in SLB A for the Blind.

Art learning for visually impaired students requires a different approach compared to students in general. Visually impaired students have visual limitations that require the use of special media and aids in order for them to access, understand, and enjoy art. For example, in fine arts learning, the use of three-dimensional textures and shapes is essential to help students understand art concepts and objects. In the art of music, the use of sound and rhythm is the main key in the learning process. In addition, interactive and participatory teaching methods can also stimulate the creativity and imagination of visually impaired students.

With the limited vision they have, it is possible for them to process in developing their interest and talent in learning art. Teachers at SLB A for the Blind use a variety of teaching methods that are tailored to the needs of visually impaired students. To develop the interests and talents of students, teachers provide media such as musical instruments, as well as experts in the field of music and develop the talents and interests of students they have, such as those who are interested in SLB A Beringin Bhakti, namely singing. This is intended so that students can practice confidence in singing, learning to relax and socialize with each other.

In the process of learning to sing, visually impaired students need motivation and a supportive atmosphere. Teachers who teach visually impaired students have different responsibilities compared to teachers in public schools, as they must provide specific

directions so that the subject matter can be understood properly. Permatasari and Soedarsono (2019) stated that "teachers who teach visually impaired students need to provide special directions compared to physically normal children, so that the knowledge gained can be understood by their students." This special attention includes the way of delivering the material and the selection of learning media that suits the needs of visually impaired students.

In line with the statement of Hermawan and Efendi (2018), "considering the characteristics of visually impaired children who experience visual impairment, they need concrete and tangible things and media that have been adjusted." This means that teachers need to use tools and media that have been specially designed to help visually impaired students understand the material. In providing materials to visually impaired students, teachers must be patient because the process may take longer compared to students in general. Their limitations in seeing make them need more imaginative learning techniques. Therefore, teachers who teach visually impaired students must have high patience, creativity in delivering material, and the ability to be a substitute for eyes for their students.

In the learning process, the media provided by the school is in the form of supporting instruments such as modern musical instruments and religious musical instruments, namely guitars, drums, keyboards, and hadroh bass. In addition, teachers also use practice methods that aim to improve students' singing skills and facilitate a more effective learning process. The teacher first introduces the musical instrument by the way the students touch it in order to recognize the shape of the musical instrument. The teacher also provides direction and understanding to students on how to hold and play the instrument. After the visually impaired students understand the art learning media, the teacher asks them to try it in turn. If an error occurs, the teacher explains where the mistake lies, for example when playing a musical instrument or mismentioning the musical instrument being touched. The teacher immediately corrected the mistake and asked the students to correct it. If the visually impaired student successfully performs the task correctly, the teacher gives appreciation by patting them on the shoulder and saying "right", "smart", "right", "good", or "great".

The researcher concluded that teachers need to have a higher level of patience and must pay special attention to learning methods and strategies. In this case, the use of creative learning techniques is essential to face the challenges that blind students may face during the learning process. For example, interspersed lessons by singing entertaining songs and students' favorite songs can create a more enjoyable learning atmosphere, so that the lessons become more interesting for them. This is very important to ensure that the goals of the singing self-development program at SLB A Beringin Bhakti can be achieved properly.

## **CONCLUSION**

Art learning for visually impaired students requires a different approach compared to students in general. Visually impaired students have visual limitations that require the use of special media and aids in order for them to access, understand, and enjoy art. This research aims to find out the interests and talents that can be developed in visually impaired SLB students, as well as to find out how the art learning process of SLB A Beringin Bhakti students in Cirebon city. The results of this study show that the implementation of art learning in SLB

Art for the Blind has a significant positive impact on the interests and talents of visually impaired students. Adaptive teaching methods, the use of special tools, the role of competent teachers, are important factors in the success of art learning. There are challenges that need to be overcome, such as limited school facilities and resources. By overcoming these challenges, art learning at SLB A for the Blind can continue to develop and provide greater benefits for visually impaired students.

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