

# Physical Activity for the Blind from the Principal's Perception

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**Keywords:** Physical Activity, Principal Perception, Blind.

**Abstract:** This research departs from the idea that the opportunities given to children with visual impairment to perform physical activities in schools are not yet complete. This condition affects their fitness and health. But it does not escape the degree to which a school principal responds to the importance of physical activity for the blind. This study aims to provide an overview of how the headmaster's perception of physical activity for blind children and how the process of physical activity of blind children in school. The method used in this research is qualitative method by using observation technique, interview. Participants used by the principal at the A Citeureup Special School in Kota Cimahi. The results of the principal's research is very enthusiastic to maximize the physical activity of children with visual impairment. However, there are many obstacles encountered, such as the limited competence of teachers in the field of orientation and mobility, the assignment of motion is still generalized, and still the standard means for physical activity of the visual impairment students are still limited.

## 1 INTRODUCTION

Some persons with disabilities can perform physical activities with experiences they experience either obtained from their friends or from television, but there are still people with disabilities who have difficulty in physical activity due to the impairment in sight (blind). The ability of vision is very influential on human life activities daily. People who have visual ability can clearly gain more information than those who experience visual impediments. Loss or lack of vision limits a child's ability to know where he is, how to move from place to place, imitate, interact socially, and understand what causes things to happen. According to data from the Central Bureau of Statistics 2012, 39.97% of Indonesia's population is in the position of one type of disability, which then increases into several other types of disability. The disturbance in vision as the highest type of disability, which is 29, 63%, followed by disturbance or difficulty in walking or up stairs as much as 10, 26%, interruption in hearing 7.87%, disturbance in recall and concentrate as much as 6.70% the lowest is in communicating as much as 2.74% and disturbance in self-care as much

as 2.83%. The results of Haegele & Porretta's research 2015 Show that Major findings suggest that low-priority learning barriers include the availability of appropriate opportunities rather than visual acuity or educational settings. (pp. 68)

Other studies that suggest that school age with visual impairment tend to be less physically active than their peers, Kozub & Oh (in Haegele & Porretta, 2015, p. 68) suggests that "... Research indicates that school-age individuals with visual impairments tend to be less physically active than those nondisabled peers". Because of the limitations resulting in motor development of children with visual impairment tend to be slow compared with normal children in general. This delay occurs because in the development of motor behavior requires the existence of functional coordination between the neuromuscular system (psychological and muscular systems) and psychic functions (cognitive, affective, and conative), cognitive behavior in which the individual reaches the level of 'know'on the object being introduced, in which the individual has a tendency to like or dislike the object and the Konatif behavior that has been up to the stage until the individual does some action against

the objects and opportunities provided by the environment.

The function neuro-muscular system on children with visual impairment is not problematic but its psychic function is less supportive and become its own obstacle in motor development. Physically, a child may be able to achieve the same maturity as a normal child, but because his or her psychic function (such as an understanding of the reality of the environment, the possibility of knowing the dangers and ways of dealing, limited movement skills, and lack of courage in doing something) resulted in his physical maturity less can be used maximally in doing motor activity. Langelaan M., de Boer MR, van Nispen RMA, Wouters B., Moll AC, van Rens GHMB, (2007, pp.119-126) in Łabudzki & Tasiemski, (2013, p. 2210) states from the results of studies in dutch showing that people with tuna netra has a low quality of life. As Kamelska & Mazurek says, (2015, p. 31) Quality of life is associated with factors such as health, physical function, Life satisfaction, happiness, and others. It also tends to have impaired health impaired, and more susceptible to obesity "... People with visual impairments face several barriers when participating in physical activities. These barriers can result in a greater risk of developing serious health problems such as obesity..." (Folmer, Foley, & Lieberman, 2011, p. 160).

Blind children have the right to education as normal children do. But in the process, it takes the parents' trust in the school that will be used as a school for their children. The process of building and maintaining confidence certainly faces many obstacles, for which trust-based relationships have the potential to minimize conflict. This is where the ability of the principal is tested both in running the programs and how to tell the right way to solve the problems that arise when the process of achieving educational goals. As manager and instructional leader of the school, the principal is in a suitable position to address the problem and leads the school towards the attainment of good academic performance. (Masitsa, 2008, pp. 205) Consequently, the principal has the primary responsibility to contribute positively to the establishment of trust with all parents of children with disabilities. This is stated in the Journal of Educational Research The authors address implications for school leadership and the

establishment of trustworthy family-professional relationships, especially as they impact the lives of the students and families in need of special education support. (Shelden, Angell, Stoner, Roseland, 2010, pp. 159). The findings from the above journals show that aspects, transparency and competence have a role when considering how the headmaster relates to the families of children with disabilities. In the same way, the journal suggests that modeling, coaching, and mediating leadership may require special competencies or considerations related to students with disabilities.

These findings suggest that the facets of benevolence, openness, and competence may have high significance when considering how principals relate to families of children with disabilities. Likewise, these findings suggest that leadership functions of modeling, coaching, and mediating may require specialized competencies or considerations related to students with disabilities. (Shelden, Angell, Stoner, Roseland, 2010, p.168) This finding also points to the need to examine the extent of the principal's program in building trust and effective partnerships with parents of children with disabilities. These findings are also available for the purpose of examining the extent to which school principals are prepared. (Shelden, Angell, Stoner, Roseland, 2010, p.168) Given the importance of the role played by the principal in designing and implementing the program for the building up of the beliefs of parents of children with disabilities, especially for their child's physical activity " as a way to mitigate the stigmatization of children with a physical disability "... (Barg, Armstrong, Hetz, Latimer, 2010, p 371). Once critical, the role of physical activity programs that exist in schools for people with disabilities in maintaining health and improving self-esteem, quality of life and improving their interpersonal relationships with colleagues, families and community members in various settings, G ciarz, Ostrowska, & Pa ków (2008, quoted from Kamelska and Mazurek 2015, p. 32) explains that physical activity can increase self-esteem and make it easier for them to socialize and perform their day-to-day work.

Perceptions possess subjective qualities, because they depend on the abilities and circumstances of each individual, so that they will be interpreted differently by individuals with each other. Thus

perception is the process of individual treatment is the giving of responses, meaning, picture, or an interpretation of what is seen, heard, or felt by the senses in the form of attitude, opinion, and behavior or referred to as individual behavior. As David Krech Richard S. Sructchifield and Egerton L. Ballachey 1962 exemplifies three cognitive systems in a person that affect his perceptions and his judgment of others, the halo effect, the theory of implicit personality and stereotypes. The halo effect in which the tendency in forming an impression or judgment on a particular characteristic of an individual to be influenced by a person's general impression. If an impression is generally favored, it will judge too well on the desired traits; if the impression is generally bad, the opposite effect will emerge. Halo produces a very high correlation between character judgments. Implicit personality theory. An individual's beliefs about the way in which traits are generally interrelated in people, that is, the belief that when you identify the nature of x in a person, he will also have the nature of y. The relationship of the nature that forms the theory of individual implicit personality forms a cognitive system that influences the accuracy of perceptions and judgments on people. The implicit personality theory of members of the same culture tends to have something in common. Stereotype. Cognition is relatively simple, especially from a social group for example, all oriental people have the same look. Stereotypes tend to be widely accepted in members of a particular society. Stereotypes can be viewed as an example of a partial whole-principle in cognition in which our assessment of the particular individual members of a group is influenced by our stereotype of the group in which the individual is incorporated therein.

The absence of a blind physical activity depends on the extent to which the principal's response is to the principal. because the success of the school is determined by a strong leader and has a high motivation in implementing the program "... (Gous, Eloff, Moen, 2013, p 538) because leaders of people who are able to set goals, vision, mission, able to motivate subordinates and parents." "... research has found that the principal plays a critical role in making policymakers' visions for data use a reality at the school and classroom levels..." (Levin & Datnow, 2008, p 179). The above explanation makes

the writer interested to examine more deeply how the physical activity for the blind is viewed from the principal's perception.

## 2 METHODS

### 2.1 Participants

Participants in the study included policy makers, teachers, students, and parents and groups who participated in social interaction on selected samples.

### 2.2 Procedures

The method used in this research is qualitative method by using observation technique, interview. The use of observational techniques in this study was conducted directly and non-participation (incidental). The purpose of the use of this technique is to understand the model of parenting pattern that is done by the family especially the parents, since the child is born. To help data recording in the field, researchers were assisted by the camera and voice recording tool. From daily data retrieval the researcher directly develops into a description, then analysed, developed, categorized, formulated. The results of these activities are then used as a basis in finding the habit of each participant's behavior in every physical activity in his life. While Interviews are prepared based on programs that have been and are being done by the principal that supports the physical activity of the students. Formulation of interview questions after the field in accordance with the conditions that occur based on the acquisition of perceptions related to participants in the delivery of principal confidence that is affected by the program.

### 2.3 Instruments

Instruments used in qualitative research are in the form of observation sheets, interview sheets and documentation with respect to the principle of credibility, transferability, dependability, and confirmability

## 3 RESULTS AND DISCUSSION

Interview with school principal of Citeureup Special School. In principle, the curriculum runs well because basically the results of the assessment of

learners, especially for the blind curriculum tailored to the degree of their blindness. There is a low vision and total blind. For the low vision, physical activities such as running does not experience too many obstacles but for the total blind, they need to be adapted, to overcome it. In the Extraordinary School is in the subject of mobility orientation and Physical Education Sport and Health. But teachers who hold competency orientation lessons of competence are limited, so it needs renewal. So also for the lessons of Physical Education Sport and Health is still held by teachers who field. It is necessary to have a well-designed curriculum that can be adapted to the child's condition and the needs of the child in terms of physical activity. During this time teachers especially teachers' mobility orientation and Physical Education Sport and Health still generalize in the process of the field, so that children with visual impairment, especially the total vision have difficulty to follow. So that the physical abilities of blind children are limited, for example the activities of each course of their mobility orientation are only doing walking activities only, while activities such as gymnastic Physical Freshness or their games have difficulties, plus facilities and infrastructure for the activities of physically visually impaired children who are still standard. The results of Haegele & Porretta's research 2015 show that: Major findings suggest that low levels of visual acuity or educational setting are rather than visual acuity or educational settings. (p. 68) Low levels of physical activity of the blind for school-age that may be associated with perceived participation barriers including availability of appropriate opportunities for sight or educational setting

The importance of trust that the principal creates not only determines success in the educational process, especially physical education, but with a particular belief in inclusive education that is expected to overcome the vulnerability and uncertainty experienced by children with disabilities in doing the learning process in school, as in the Journal of Mental Health, Research suggests that trust is vital for quality healthcare and effective outcomes. Trust becomes necessary in conditions of vulnerability and uncertainty. The headmaster who sets the direction of the school, is responsible for building and maintaining good relationships with teachers, staff and parents, by giving an opportunity to include in any upgrading or training is one of the principal's steps in maintaining the trust of a teacher, it must already be included in the program that the principal has designed. the principal should be a role

model both in the behavior and language in school and in the community, because basically a leader is trusted and not trusted because of several factors such as intentions, actions and consequences: In belief there are several aspects such as virtue, reliability, competence, integrity, openness and respect.

## 4 CONCLUSIONS

Headmaster's perception on the physical activity of the blind child when viewed from the curriculum has fulfilled the needs of blind children but for the application of the field has not been maximized, this is due to the limited teacher competence and the infrastructure facilities that are still standard, especially for children with visual impairment. The process of physical activity of the visually impaired child in Special School A is still at a low level, ie only walking activity, goal ball, but other activities such as running, SKJ gymnastics, swimming and other gaming activities that have not been done.

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