



Analysis of The Role of Teachers in Developing Their Talents in Blind Children

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ABSTRACT

The limited understanding of teachers regarding the specific needs of visually impaired children often hinders the optimal development of their potential and talents. In fact, teachers play a central role in creating an inclusive learning environment. This study aims to explore the role of teachers in developing the talents of visually impaired students at SLB Pembina, East Kalimantan. This research employed a qualitative approach using participatory observation, in-depth interviews, and document analysis methods to obtain accurate data. The instruments used included observation sheets, interview guides, and document analysis sheets. The results show that teachers play a crucial role in helping visually impaired students develop their talents through an understanding of special needs, adapted learning methods, and emotional support. This study also found that an inclusive learning environment is essential for developing the talents of visually impaired students. Teachers must be able to adapt learning methods to the needs of visually impaired children. Therefore, this study recommends improving the quality of education for visually impaired children through inclusive learning environments and teacher training.

INTRODUCTION

Children with special needs (CSN) face challenges in physical, mental, or sensory aspects, requiring specialized education and support services to facilitate their development. They deserve a life equal to that of other children—enabling them to live, grow, develop, participate in society, and be protected from violence, exploitation, discrimination, and other forms of harm (Fajar Wahyu Nugroho, 2023). Children with special needs have various types



of limitations, including: (a) hearing impairment, (b) speech impairment, (c) intellectual disability, (d) physical disability, (e) emotional/behavioral disorder, and (f) visual impairment. Children with visual impairment experience disturbances in their vision, which result in their eyes not functioning properly. This disorder is caused by various factors, including genetic factors (hereditary),

abnormalities during pregnancy, or other factors such as viral infections, bacteria, and so on (Sabila et al., 2024). Children with visual impairment can experience various degrees of vision loss, ranging from blurred vision to total blindness (Kurniawan et al., 2023). This visual impairment can range from total blindness to severely limited vision, which affects the child's physical, social, and educational development (Fish, 2020). Children with visual disabilities face major challenges in accessing equal education. Their inability to directly view learning materials often becomes an obstacle in the learning process, which ultimately leads to anxiety and disappointment (Simanjuntak, 2025). Every child with special needs has unique needs and abilities, so the services provided must be tailored to the characteristics of each child (Handoyo, 2022).

Although visually impaired children have limitations in vision, various studies show that they can actually develop superior potential in other areas, such as enhanced auditory skills, tactile skills, and cognitive abilities. The Theory of Brain Plasticity indicates that the brain of visually impaired children can adapt to the loss of visual sense by optimizing the functions of other senses (Nugroho 2023). In addition, the Theory of Compensatory Learning suggests that visually impaired children tend to have higher adaptive abilities, enhancing verbal and social skills that enable them to interact more effectively with their environment (BL, 2021). In line with Piaget, who also considers real practice to be important in learning. (Wardani, 2022). Vygotsky's sociocultural theory emphasizes that social interaction has a significant influence on cognitive development. Vygotsky argued that understanding new concepts is more effective through interaction with concrete objects. He also emphasized the relationship between language and thought, explaining how children gradually connect the two through concrete experiences, in contrast to the early stages of development where language is not yet connected to understanding (Kurniawan et al., 2023).

Teachers create activities before going home as an alternative to facilitate children, teachers use learning aids that are easily accessible and real in everyday life to help children with multiple visual impairments learn (Brades, 2022). This is in line with the role of teachers as facilitators. Teachers who teach students with disabilities need to have strong self-confidence to achieve optimal learning outcomes (Khambali & Nurtasila, 2022). Because flexibility and adaptation are key to building an inclusive and supportive learning environment for blind children, it is crucial to help them reach their full potential in education and everyday life. With the right approach, blind children can thrive and achieve like other children (Juliatuti et al., 2024). Adapting to social environments can be easy for some

children, but for children with special needs, it can be a challenge. Children's social attitudes are generally influenced by learning experiences and imitation of the behavior of others, especially those from their family and home environment (Simanjuntak., et al 2025). Some roles of teachers for blind children according to Behaviorist theory, In this approach, teachers play a multifunctional role (a) triggering student responses through cues (b) delivering learning stimuli (c) providing targeted guidance (d) creating a learning environment conducive to positive responses and reinforcement (e) being a role model for behavior and (f) providing brief instructions with direct examples or simulations. This approach is effective for children who need intensive direction from adults, like to repeat, imitate, and appreciate direct rewards (Abidin, 2022). Although it is easy to find talented students in the classroom, many of them have high creative potential and need special attention to develop their talents (Lestari, 2025).

The constructivist theory developed by Vygotsky is relevant for use in the context of educating blind children because it emphasizes the teacher's role as a mediator and facilitator of learning, not simply a transmitter of information. Teachers create learning experiences that encourage students to actively construct their own knowledge through activities that stimulate curiosity, the expression of ideas, and scientific communication. Recognizing children's interests and talents from an early age is crucial (Fauzi, 2025). Teachers can provide special guidance and assistance after knowing the child's potential (Yuniatari & Na'imah, 2021). Before guiding the talents and interests of ABK, teachers need to identify their talents and interests through activities and activities that stimulate skills (Karwati2, 2024). GuruThey also facilitate critical and productive discussions, pose complex problems, and evaluate student understanding. It is important for teachers to listen, respect differences of opinion, and understand student difficulties as part of a dynamic and inclusive learning process(Sugrah, 2020).

The importance of stimulation for the development of blind children cannot be overstated. Stimulating the development of blind children is crucial. Developing the social skills of blind students is crucial so they can interact, adapt, and actively participate in daily life within their family, school, and community. The goal of developing the social skills of blind students is to enable them to interact, adapt, and actively participate in daily life within their family, school, and community (Amalia, 2025). Musical instruments such as drums or mini pianos introduce the world of music and stimulate musical abilities. Meanwhile, musical instruments such as recorders or acoustic guitars train auditory sensitivity and motor coordination through the sounds they produce when played. All of this contributes to the learning and growth of blind children. Musical activities can encourage positive social interactions among blind students, build teamwork, and increase their confidence in interacting with others. This enriches their holistic learning, not only in the musical field, but also in the social-emotional field (Anggraini, 2023). Blind children with learning difficulties often have difficulty developing their talents, which is indicated by their unstable emotions and impulsivity (difficulty controlling impulses) (Rahmayani et al., 2025).

??Based on previous research, it shows that schools play an important role in identifying the talents and creativity of blind students, Deni Septyanugroho, SLB A YAKETUNIS Yogyakarta (Septyanugroho, 2019). Meanwhile, teachers have a crucial role in

supporting the learning independence of blind students Mia Fransisca, Heni Herlina, Ossy Firstanti Wardany, SLB A Bina Insani Bandar Lampung, as well as in implementing inclusive communication and multimodal approaches in learning (Fransisca et al., 2023). In addition, the results of the study by Legiana and Yuliana (2023) confirmed that collaboration between teachers, parents and therapists has an important role in creating an environment that supports the holistic development of blind students (Belya Nadine Islamiyah Legiana & Nina Yuliana, 2023).

This study aims to understand how teachers help blind children develop their talents. It aims to identify factors that support and hinder teachers' ability to help blind children reach their potential. Thus, it is hoped that this research will generate suggestions for improving the quality of education and services provided to blind children in schools

METHODS

This research uses a qualitative approach with a case study approach, aiming to explore in-depth the role of teachers in optimizing the talents of blind students. The primary focus of this study is on identifying the instructional strategies and learning methods implemented by educators at the Pembina Special Needs School in East Kalimantan, Samarinda.

Through this design, researchers seek to understand how educational interactions are formed to support students' unique potential, including specific subjects such as J, as well as various supporting factors that influence the successful development of these talents. This study focuses on observations of blind students with the initials J at the Pembina State Special Needs School in East Kalimantan Province, Samarinda, who are in the age range of 5 to 6 years old, involving one class teacher as the main subject who provides information on the learning process and daily evaluation.

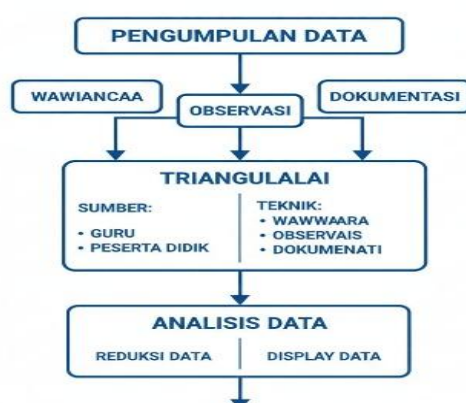


Figure 1. Research Method Flowchart

In an effort to collect accurate data, the researcher applied participatory observation methods, in-depth interviews with related teachers, and documentation studies of student development records. The research instruments used included: (1) participatory observation sheets to observe teacher-student interactions during classroom learning, (2) semi-structured interview guidelines to explore teacher strategies and experiences in optimizing the talents of blind students, and (3) document analysis sheets to examine student development records, lesson plans, and individual student programs used to map the role of teachers in optimizing

the talents of blind students and to assess the effectiveness of the mentoring provided. To ensure the validity of the findings, this study used triangulation techniques by integrating data from direct classroom observations with information obtained through dialogue sessions with educators, resulting in an objective and valid picture.

The data analysis procedure was carried out using an interactive model that includes information collection, data reduction to select relevant findings, narrative data presentation, and drawing final conclusions. Through this process, researchers identified the role of teachers in stimulating the cognitive aspects of blind students based on each child's ability level. The results of this study are expected to provide a comprehensive understanding of instructional patterns for children with special needs and serve as a basis for providing practical recommendations to improve the quality of blind education in Indonesia.

RESULTS

Blind children have the same potential as other children, but they require special learning methods and a supportive environment. Teachers play a crucial role in helping blind children develop their potential and talents by providing appropriate support and creating an inclusive and safe environment. Based on Vygotsky's theory, social interaction and support from more experienced individuals are crucial. Compensatory Learning Theory suggests that blind children have a high degree of adaptability and can improve their verbal and social skills. The Plasticity of the Brain Theory emphasizes that the brains of blind children can develop potential in other areas to compensate for the loss of sight, so teachers need to understand their unique needs in talent development. Behaviorist theory highlights the role of teachers as environmental regulators to help blind children learn and understand that they may have special needs, such as in music (tone color) or other senses (hearing and touch). Teachers can build confidence and self-assurance in blind children by creating a supportive and inclusive environment, being a good role model, offering praise, and encouraging them to actively participate in class (Sari, 2023).

Thus, blind children have cognitive and academic characteristics that are influenced by their limited vision. The role of teachers is crucial in providing specialized guidance to develop the talents of blind children (Pahlefi et al., 2024). The role of the teacher as a motivator in the learning process is as a guide and supporter of students in achieving educational goals (Sulistriani et al., 2021). The primary task of a teacher as a facilitator is to guide, direct, and facilitate learning activities, motivate students to develop self-confidence and the courage to explore their potential, and provide positive reinforcement. This is in line with Wina Sanjaya's opinion regarding the role of teachers as facilitators, who provide services to facilitate the learning process for students, which is in line with the focus of this research (Simanjuntak et al., 2025).

Teachers play a crucial role in supporting the learning of blind children. They must create an inclusive learning environment and implement effective and adaptive learning strategies tailored to their unique needs. Understanding that blind children learn differently, teachers need to adapt their learning methods using tactile, audio, and technological media (Setianingsih, 2025). Emotional support is also crucial to helping blind children continue to learn and develop. Teachers also act as mentors, helping blind children overcome challenges

such as difficulty adapting, limited access to information, and discrimination. By understanding and optimally fulfilling their roles, teachers can become agents of change, helping blind children reach their full potential and contribute to society (Brades, 2023).

This study examines the role of teachers in developing the talents of blind children. The implementation of inclusion in SLB Pembina, East Kalimantan Province, requires teachers to be ready to meet the special needs of students. This includes the use of appropriate teaching methods, adequate resources, and interesting learning activities for students with special needs. In addition, it is important to monitor their learning progress, address evaluation issues, and other important aspects, such as J, to optimally develop their talents. The focus of this study lies in understanding how teachers can facilitate the development of blind children, especially in building the relationship between language and thinking. The research findings indicate that teachers play a very important role in connecting children's language and thinking, especially in the early stages of their development. At this stage, blind children may not fully understand the relationship between words and their meanings. They may babble or make sounds without fully understanding the meaning of the words they say. Therefore, teachers play a role as facilitators to build a bridge between language and thinking.



Figure 2. J Counting Using a Braille Board

Teachers can utilize real objects and sensory experiences to help children understand concepts and vocabulary. They use learning methods that involve touch, sound, and sight to reinforce children's understanding. For example, teachers can use animal-shaped toys to teach animal names, or use objects with different textures to teach the concept of rough and smooth (Zulfikar, 2025). As children develop, the teacher's goal is to help them use language to think abstractly, solve problems, and build more complex concepts. Teachers can encourage children to tell stories, discuss ideas, and participate in activities that require logical reasoning (Hidayah, 2023).

In J's case, the use of an audio-visual approach in music learning not only helped develop his musical talent, but also strengthened the connection between the experience of listening to music and the ability to express himself through singing. Through this approach, J was able to connect the sounds of music with words that describe the feelings and emotions the music evoked. For example, J could learn to sing a song about happiness when listening to cheerful music, or sing a song about sadness when listening to melancholic music. By providing appropriate and consistent instruction, feedback, and praise using easy-to-understand language, the teacher directly helped improve J's cognitive abilities in

understanding and processing information. This in turn strengthened the connection between the child's language and thinking. The teacher could use simple and clear language, and provide concrete examples to help J understand abstract concepts.



Figure 3. J Singing Practice

This research emphasizes the crucial role of teachers in helping blind children develop their talents. Through the right and consistent approach, teachers can help blind children reach their potential and achieve success in life. Teachers must have a deep understanding of the special needs of blind children and the skills to develop effective learning strategies. They must also possess a high level of patience and empathy to help blind children overcome the challenges they face.

CONCLUSION

This research reveals that the role of teachers has a significant influence in developing the talents of blind children. Therefore, teachers must understand the special needs of blind children and use appropriate learning methods to achieve their maximum potential. Furthermore, teachers must provide strong emotional support to help blind children overcome difficulties and build self-confidence. Collaboration with parents and other stakeholders is also crucial to creating a supportive and safe learning environment.

??With the right approach, blind children can reach their full potential, achieve success, and live independently. They can also actively participate in society and become part of an inclusive and supportive community. Therefore, the role of teachers in developing the talents of blind children extends beyond academic instruction to encompass emotional, social, and psychological aspects. In this way, teachers can help blind children reach their full potential and become independent individuals who contribute to society.

DECLARATIONS

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