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### **Preparation of assessment instrument of broadcasting capabilities for blind children at sentra abiyoso cimahi city**

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#### **Abstract**

Communication is something that cannot be avoided by every human being. As a social society, humans are codified to live in society and interact with humans, including blind. Blind is someone who experiences visual impairments that have an impact on difficulties in interacting with their environment. Therefore, various efforts are needed to develop the ability to communicate, one of which is through the use of communication technology in the form of broadcasting. In order for teachers/instructors to develop learning programs that suit the abilities of each child, it is necessary to conduct assessments. Therefore, instruments are needed as a guide in carrying out assessments so that information is obtained about the abilities and learning needs of each child. The purpose of this study is to obtain data or information about the preparation of broadcasting ability assessment instruments for blind children in the Sentra Abiyoso of Cimahi City. This research used qualitative descriptive methods, with observational data collection techniques,

interviews, documentation studies, FGD and validation. The results showed that children's ability to learn broadcasting is still not optimal because in the broadcasting stage, children still need help from teachers. The collaborative collaboration of researchers and teachers through FGD resulted in an assessment instrument for broadcasting capabilities for blind children. To see the readability and implementation of the assessment instrument was then validated to teachers in two different schools and both validators approved the assessment instrument such and worthy of use. The results of the assessment instrument trial show that through the assessment information is obtained about abilities, difficulties, and learning needs. Thus, this instrument can be used as a guide in broadcasting learning. The results of this study are recommended especially to teachers to add insight and develop themselves in compiling assessment instruments.

### **Keywords**

Instrument Assessment, Broadcasting, blind children

### **1. Introduction**

Education is the right of every Indonesian citizen including individuals who have abnormalities, both physically, intellectually, socially and emotionally, called children with special needs. Children with special needs have the right to receive quality education according to their needs, interests and talents regardless of status, race, ethnicity, religion, and gender. Equality and improvement of the quality of education will make Indonesian citizens have life skills so as to encourage the upholding of complete human development imbued with Pancasila values. This is in accordance with Law No. 20 of 2003 concerning the National Education System Article 5 paragraph (2) concerning the Rights and Obligations of Citizens that "Citizens who have physical, emotional, mental, intellectual and/or social disorders are entitled to special education".

Children with special needs need to get educational services that are in accordance with the type and level of their disorder, in order to have knowledge and skills that are useful for themselves, the nation and the country. One that is classified as a child with special needs is blindness. According to the World Health Organization (WHO) in Tarsidi, (2012: 5) that: "Blindness as visual acuity less than 3/60 (0.05) or loss of field of vision in the eye is better after getting the best correction, or equal to loss of vision sufficient to be able to walk around". Blind people experience it has an impact on social interaction, communication, behavior and especially learning skills. Blind people are required to be able to adapt to the changing times that are starting to shift with everything IT. One of the innovations for the blind in the course of work is by utilizing technology and communication.

Communication is something that cannot be avoided by every human being. As social creatures, humans are codified to live in society and interact with other humans.

One of the uses of technology in conducting communication can be done through broadcasting. According to Wahyudi (1996: 3) that: "Broadcasting is the

process of communicating a point to the audience, which is a process of sending information from a person or producer (profession) to the public through the process of electromagnetic transmission or higher waves". The broadcasting process can be done through satellite, radio, television and other media.

Efforts in providing appropriate educational services require assessment, so that the education provided is directed and well structured. Assessment is a process of collecting information about child development which aims to determine the early abilities of children. With assessment, teachers can find out what they already have and what they don't have and their needs. Based on the results of the assessment, a learning program can be designed that suits the needs of children as outlined in the learning program.

The preparation of broadcasting assessment instruments for blind children can be used as a reference in seeing the ability of blind children in broadcasting. Broadcasting in this study is in the podcast. The assessment carried out contains language skills, intonation and rhythm in speaking and self-readiness to do podcasts.

A preliminary study through observation in October 2022 at the Sentra Abiyoso Cimahi obtained information in learning Broadcasting, instructors at Sentra Abiyoso did not yet have a Broadcasting readiness assessment instrument. Based on the explanation above, researchers are interested in conducting research entitled "Preparation of Assessment Instruments of Broadcasting Capabilities for Blind Children at the Sentra Abiyoso Cimahi City".

## **2. Literature review**

### **The Concept of the Blind**

Tunanetra (Blind) is a general term used in Indonesia for someone who has a visual impairment. According to Hadi (2005: 36), "Blind people are an inseparable unit which means there is a loss caused by damage or disruption of the eye organ". Meanwhile, according to Hallahan, Kauffman and Pullen (2009) in Asrori (2020: 84) that "Legally blind is a person who has visual acuity of 20/200 or less in the better eye even with correction (e.g., eyeglasses) or has a field of vision so narrow that its widest diameter subtends an angular distance no greater than 20 degrees".

The definition confirms that a person who can be declared visually impaired has visual acuity of 20/200 or less in the eyes or better vision after correction (e.g. glasses) or has a field of vision so narrow that it is widest in diameter, has an angle of view of no more than 20 degrees.

As a result of visual impairment, children experience obstacles in cognitive and conceptual development, obstacles to motor development and mobility and also obstacles to social development. Social development is very important for blind children to adjust to their environment. However, if blind children are unable to interact and adjust, there will be social problems and even blind children will withdraw from the environment.

1. The classification of blind children according to Hadi (2005: 46), as follows
2. Blind
3. Totally blind are those who cannot see at all, either dark or light.
4. Having residual vision are those who cannot tell the difference between dark and light.
5. Low Vision
6. Light perception, when it can only distinguish light and dark.
7. Light projection, able to know the change in light and can determine the light source.
8. Tunnel vision or central vision, is the vision of the visually impaired so that when looking at objects can only be seen in the middle.
9. Peripheral vision or side vision, so that the vision of objects is only visible at the edges.
10. Spotting vision, observation of objects there are certain parts that are not visible.

### **Assessment Instruments**

Assessment instruments are tools used to collect data or information to reveal a condition of the subject to be assessed. According to Lerner (1988) in Soendari and Mulyati (2010: 4) that: "Assessment is a process of collecting information about a student that will be used to make considerations and decisions related to student learning". Meanwhile, according to McLaughlin and Lewis (1986) in Soendari and Mulyati (2010: 4) that: "Assessment is a systematic process in collecting data on a child that serves to see the ability and the difficulties one faces at that time, as material for determining what is really needed".

Based on this understanding, it can be concluded that the assessment instrument is a tool used to collect data or information about the condition of a child to be assessed. In this case, assessment instruments are used to determine the child's ability to do broadcasting.

### **Broadcasting**

Broadcasting is a section of communication science that focuses on the field of broadcasting. According to Wahyudi (1996: 3) that: "Broadcasting is the process of communicating a point to the audience, which is a process of sending information from a person or producer (profession) to the public through the process of electromagnetic transmission or higher waves".

There are many ways that someone can do broadcasting or broadcasting, one of which is a podcast. Types of productions processed by broadcasting companies include Corporate Profile, Television Program, Music Video (Video Clip), Television Commercial. Some things that need to be considered in broadcasting are that children must master the material to be delivered, self-readiness in the use of grammar, gestures and also appearance. Thus, in order for broadcasting activities

to be carried out systematically and to see the ability of blind children to carry out broadcasts, it is necessary to have an assessment instrument for broadcasting capabilities for blind children.

### **Benefits of Broadcasting for Blind Children**

Electronic media such as broadcasting, can easily greet a blind person or even an alert person. According to Henneke (1954) in Romli (2009: 35) that "Broadcasting is an effort to communicate information to convey something". Thus, broadcasting becomes everyone's close friend, just like listeners and viewers in general. In the absence of having to read words and sentences, the messages can be received and enjoyed. As a consequence, communicators broadcasting required to be more careful in delivering messages because in addition to the nature of communication that takes place in one direction, listeners only receive messages. Therefore, the effectiveness of communication broadcasting is influenced by aspects of taste rather than ratio. In this case, broadcasting has become a human means to establish communication in everything. However, apart from being a medium for delivering news, not a few broadcasting used as a means of influencing people's consciousness space, in order to have a common perspective in seeing things. By looking at the benefits that a broadcasting provides for the delivery of a "news" as a whole, as well as the influence that can be caused by the message contained in it, broadcasting is actually quite effective for the visually impaired.

### **3. Research Methodology**

This research uses a qualitative descriptive method where researchers examine problems in the field related to broadcasting capabilities assessment instruments. In addition to teachers, the subjects of this study were blind children. Data were obtained through observation, interview, documentation, focus group discussion (FGD), and validation. Qualitative research is more focused on the process, therefore several stages carried out include preliminary studies and determining the problems to be used as research material, collecting various information through theoretical studies and observations, interviews with teacher subjects, and collecting various documents in accordance with research interests. The results of the preliminary study showed that in carrying out broadcasting activities, the instructor did not conduct an assessment first because the instructor did not have a clear assessment instrument. The results of the initial analysis are used as a basis/material in the preparation of instruments carried out collaboratively between researchers and teachers/instructors through FGD activities. To see the readability and implementation of the assessment instruments that have been compiled, validation was carried out for teachers in two different schools, then tested.

#### **Basic Drafting**

The basis for the preparation of broadcasting ability instruments is to help blind children develop their potential.

### **Composed aspects**

The aspects stipulated in the preparation of broadcasting capability assessment instruments are recognizing tools and materials, preparing tools and materials, practicing and maintaining tools and materials. The results are as follows:

#### **Preparation**

Before preparing the broadcasting capability assessment instrument for blind children, the following are prepared:

1. Determine the aspects to be assessed
2. Arranging the grid and developing instrument items
3. Create LKS (Student Worksheet)
4. Determine execution time
5. Set up assessments

#### **Implementation stage**

1. Initial Activities

At this stage the child is conditioned to be ready to take part in the assessment. The teacher/assessor prepares the tools and materials to be used, telling in detail what activities will be carried out.

2. Core activities

In this activity, the teacher/assessor accompanies the child to practice it.

3. Final Activities

At the final stage, the teacher/ assessor closes the assessment activity by praying together and the assessor records the results of the child's work.

4. Analysis stage

At this stage the teacher/assessor analyzes the results of the assessment by deciphering it into several parts, including: identifying the results of children's work, describing the results of children's work and making conclusions about the results of the analysis of children's abilities and children's disabilities.

5. Follow-up

The conclusions of the assessment analysis results are recommended to teachers and principals as a basis for information to provide services.

### **4. Research Results**

#### **Learning Ability of Broadcasting in Blind Children**

To improve communication skills, broadcasting learning is carried out in the Broadcasting studio is broadcasting information that is carried out indirectly. Things that must be mastered by children including the ability to recognize tools, the ability to broadcast and the ability to maintain tools.

In broadcasting learning, blind children are familiar with tools such as microphones, headphones and cameras. In addition, it also mastered broadcasting materials that will be delivered with the theme of daily activities. When using the tool, blind children have difficulties and must be accompanied by a teacher.

The ability to learn broadcasting in blind children differs from one another. This is because blind children have different grasping power, so when listening in instructions, blind children do not understand completely, so it is necessary to be accompanied by a teacher so that learning can take place effectively.

### **Activities in obtaining data on the ability and learning needs of broadcasting in blind children**

Activities carried out by researchers in obtaining data on the ability and learning needs of broadcasting blind children are by inviting blind children into the studio, then introducing the tools that will be used in broadcasting. After that, the child does a simulation like going to shoot a production.

Children are trained to use tools and prepare for learning. Things that must be prepared in carrying out broadcasting such as appearance, body gestures and language manners spoken to the interlocutor must be polite and not offensive interlocutor. So that this thing becomes the basis for the preparation of assessment instruments.

### **Broadcasting ability assessment instrument for blind children compiled collaboratively between teachers and researchers**

Assessment instruments are tools used to collect data or information about a child related to learning. The basis for the preparation in the assessment of broadcasting ability is that children are not optimal in broadcasting, so in this case teachers and researchers need to make assessment instruments to know the extent of children's ability to broadcast.

Broadcasting assessment is an assessment carried out on blind children that focuses on the broadcasting process. The activity begins with compiling the grid and developing instrument items.

Create a grid and instrument broadcasting capability using a table format by specifying aspects, indicators that have been described in the instrument grid. The format used in the instrument grid of broadcasting capabilities in it has aspects, sub-aspects, and indicators that are developed into question items to do assessment for blind children.

### **Validation Results**

To see the readability and implementation of the broadcasting ability assessment instrument for blind children, the assessment instrument was then validated to two different schools. The first validator, a teacher at SLBN A Citeureup Cimahi City, believes that the assessment instruments prepared are quite effective

and are in accordance with theory and the use of appropriate language. Meanwhile, the second validator, namely the principal at SLB Negeri Cileunyi, Bandung Regency, believes that generally the instrument is in accordance with the content/theory, so it can be used as a guideline in broadcasting learning. It can be concluded that the assessment instrument is feasible and usable.

Table 1 Broadcasting Capability Assessment Instruments

NO	SUB ASPECTS	INDICATORS	INSTRUMENT ITEMS	TECHNIQUE	CRITERION
1.	Get to know the tool	1.1. Showing tools	1.1.1. Children are asked to show broadcasting equipment 1.1.1.1. Show the microphone among the items below: a. Microphone, camera, and headphones b. Camera, headphones, and microphone c. Headphones, microphone, and camera 1.1.1.2. Show headphones among the items below: a. Microphone, camera, and headphones b. Camera, headphones, and microphone c. Headphones, microphone, and camera 1.1.1.3. Show the camera among the items below: a. Microphone, camera, and headphones b. Camera, headphones, and microphone c. Headphones, microphone, and camera	Deed Test	It is said to be successful if each task can be completed correctly and 3x in a row
		1.2. Mention tools	1.2.1. Children are asked to name broadcasting equipment 1.2.1.1. Mention the tools shown below: a. Microphone, camera, and headphones b. Camera, headphones, and microphone c. Headphones, microphone, and camera	Deed Test	It is said to be successful if each task can be completed correctly and 3x in a row



NO	SUB ASPECTS	INDICATORS	INSTRUMENT ITEMS	TECHNIQUE	CRITERION
		1.3. Distinguishing tools	1.3.1. Children are asked to distinguish broadcasting devices 1.3.1.1. Which tool is the microphone among the objects below: a. Microphone, camera, and headphones b. Camera, headphones, and microphone c. Headphones, microphone, and camera 1.3.1.2. Which device are the headphones among the objects below: a. Microphone, camera, and headphones b. Camera, headphones, and microphone c. Headphones, microphone, and camera 1.3.1.3. Which tool is the camera among the objects below: a. Microphone, camera, and headphones d. Camera, headphones, and microphone e. Headphones, microphone, and camera	Deed Test	It is said to be successful if each task can be completed correctly and 3x in a row
2.	2 Getting to Know the Material	2.1. Indicating ingredients	2.1.1. Children are asked to show the script or broadcasting plot 2.1.1.1. Show the script or broadcasting flow between the objects below a. Manuscripts (in braille), hvs paper without writing, and braille storybooks b. Braille storybooks, scripts (in braille), and hvs paper without writing c. Unwritten hvs paper, braille storybooks, and Scripts (in braille)	Deed Test	It is said to be successful if each task can be completed correctly and 3x in a row

NO	SUB ASPECTS	INDICATORS	INSTRUMENT ITEMS	TECHNIQUE	CRITERION
		2.2. Mention ingredients	2.2.1. Children are asked to mention the script or broadcasting plot 2.2.1.1. Mention the broadcasting material between the objects below: a. Manuscripts (in braille), hvs paper without writing, and braille storybooks b. Braille storybooks, scripts (in braille), and hvs paper without writing c. Unwritten hvs paper, braille storybooks, and Scripts (in braille)	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
		2.3. Distinguishing materials	2.3.1. Children are asked to distinguish scripts or broadcasting lines 2.3.1.1. Which is the broadcasting material among the objects below: a. Manuscripts (in braille), hvs paper without writing, and braille storybooks b. Braille storybooks, scripts (in braille), and hvs paper without writing c. Unwritten hvs paper, braille storybooks, and Scripts (in braille)	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
3.	3Preparation	3.1. Retrieving tools	3.1.1. The child is asked to take a device that will be used for broadcasting 3.1.1.1. Picking up the microphone: "Take the Microphone!" 3.1.1.2. Picking up headphones: "Get them!" 3.1.1.3. Grab the camera: "Take the camera!"	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
		3.2. Picking up materials	3.2.1. The child is asked to take the script or broadcasting plot 3.2.1.1. Picking up the broadcasting script: "Take the broadcasting script!"	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row

NO	SUB ASPECTS	INDICATORS	INSTRUMENT ITEMS	TECHNIQUE	CRITERION
4.	4 Practice	4.1. Spruce up your appearance	4.1.1. Children are assigned to tidy up clothes: 4.1.1.1. Wear neat clothes 4.1.1.2. Wearing matching clothes 4.1.1.3. Tidying up clothes	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
		4.2. Wearing headphones	4.2.1. The child is assigned to wear headphones with the following steps: 4.2.1.1. Grab your headphones! 4.2.1.2. Position yourself in your seat 4.2.1.3. Pair headphones to head circle	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
		4.3. Using the microphone	4.3.1. The child is assigned to use a microphone with the following steps: 4.3.1.1. Position yourself sitting in a chair 4.3.1.2. Set the microphone to be right in front of your face 4.3.1.3. Use a microphone	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
		4.4. Body gesture skills	4.4.1. Children are assigned to use body gestures when carrying out broadcasts with the following steps: 4.4.1.1. Greet friends kindly using appropriate body gestures 4.4.1.2. Greet friends kindly using appropriate body gestures 4.4.1.3. Tell what themes will be broadcast in good language 4.4.1.4. Give a friendly closing greeting using appropriate body gestures	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row

NO	SUB ASPECTS	INDICATORS	INSTRUMENT ITEMS	TECHNIQUE	CRITERION
		4.5. Broadcast	4.5.1. The child is assigned to broadcast with the following steps: 4.5.1.1. Greet friends kindly using good language 4.5.1.2. Greet friends kindly using good language 4.5.1.3. Tell what themes will be broadcast in good language 4.5.1.4. Explain the subject matter in good language 4.5.1.5. Conclude the material using good language 4.5.1.6. Give a friendly closing greeting	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
5.	5. Maintaining tools	5.1. Tidy up tools	5.1.1. The child is assigned to clean up the tools 5.1.1.1. Remove the headphones that are wrapped around your head 5.1.1.2. Turn off headphones and microphone with the help of the teacher 5.1.1.3. Keep headphones and microphone in place 5.1.1.4. Turn off the camera with the help of the teacher 5.1.1.5. Save the camera to the camera bag with the help of the teacher	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row
6.	6. Maintaining materials	6.1. Tidy up materials	6.1.1. The child is assigned to clean up the materials: 6.1.1.1. Take broadcasting script 6.1.1.2. Keep on the teacher's desk	Deed Test	It is said to be successful if each task can be completed correctly and correctly 3x in a row

**Trial Results**

The results of a trial on blind children at the Sentra Abiyoso in Cimahi City showed that the broadcasting assessment instrument was quite effective, even though when preparing the tool and installing the tool was a little difficult, the child remains accompanied and assisted by the teacher. Based on trials, broadcasting capability assessment instruments, it is known that the preparation, implementation and assessment of assessment instruments are easy to do and understand by teachers.

## **5. Conclusions, implications and recommendations**

### **Conclusion**

Based on the results of the research that has been described, the following conclusions were obtained:

#### **General Conclusion**

Blind children are children who have visual impairments, which affect their social and communication skills. On the other hand, blind children required to keep up with the development of an all-digital era, one of which is the ability to broadcasting.

Efforts in providing appropriate educational services require assessment so that the learning provided can be directed and structured. The existence of broadcasting assessment instruments for blind children can make it easier for teachers to design broadcasting learning programs according to the abilities and learning needs of each child so that learning is carried out effectively.

#### **Special Conclusion**

Specific conclusions are conclusions that are summarized based on research questions. Specific conclusions are outlined as follows:

1. In learning broadcasting, blind children are familiar with tools such as microphones, headphones and cameras. Children can also understand the broadcasting material that will be delivered with the theme of daily activities. When using the tool, blind children have difficulties and must be accompanied by a teacher.
2. The ability of blind children to learn broadcasting is different from one another because the comprehension of each child is different. This can be seen when listening to instructions, among blind children are not fully able to understand so they need to be accompanied by a teacher.
3. Activities carried out by teachers to obtain data on the ability and learning needs of broadcasting in blind children are by inviting blind children into the studio, then introducing the tools to be used in broadcasting. After that, the child simulated broadcasting. By introducing tools and inviting children to conduct broadcasting simulations, data will be obtained about children's abilities and needs, so that this becomes the basis for preparation of broadcasting assessment instruments.
4. The broadcasting capability assessment instrument that was arranged collaboratively between teachers and researchers was based on the lack of optimal children's ability to broadcast. So, in this case, teachers need to compile assessments in order to measure children's ability to do broadcasting, The preparation of this assessment instrument begins with compiling a grid and developing instrument items. The format used in the

- broadcasting capability instrument grid is that there are aspects, sub-aspects, and indicators that will be developed into question items.
5. The results of validation that have been carried out by researchers to the two schools, namely SLBN A Citeureup Cimahi City and SLB Negeri Cileunyi Bandung Regency show that the two schools agreed on the form of assessment instruments made by teachers and researchers collaboratively. So that it can be used as a learning tool for broadcasting.
  6. The results of the trial of the broadcasting ability assessment instrument on blind children carried out at Studio 21 Abiyoso were quite effective, and the children were able to carry out broadcasting the theme of daily activities well. In addition, it is known that the instructions for preparing, implementing, and assessing assessment instruments are easy for teachers to understand. Thus, the assessment instruments made are appropriate and can be used as guidelines in the implementation of broadcasting learning.

### **Implication**

The results showed that assessment instruments are very important to use so that learning can take place effectively. Some of the calculations from the results of this study are as follows:

1. For Schools

The availability of assessment instruments for each field of teaching prepared by teachers and education personnel in the school.

2. For Teachers

Familiar in compiling instruments and carrying out assessments before planning learning programs that are in accordance with the abilities and needs of children's learning needs.

3. For Blind Children

The creation of learning programs according to children's abilities.

Generally, the results of this study have implications for the implementation of an independent curriculum where assessment must be carried out at the beginning, process, and end of learning.

### **Recommendations**

1. For Schools

The results of the research can be used as motivation for schools to improve better education services through coaching teachers. This can also be done through training by inviting assessment experts.

2. For Teachers

The results of this research are expected to be used as guidelines for teachers and add insight in compiling assessment instruments. Teachers also need to continue to make self-development efforts by participating in various activities related to the preparation of instruments and the implementation of assessments.

3. For Researchers

This research is expected to foster the enthusiasm of other researchers to explore knowledge related to the preparation of assessment instruments and can produce new research works related to the title of this study.

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