

ABSTRACT

A LEARNING PROCESS OF A CHILD WITH VISUAL IMPAIRMENT IN REGULAR CLASSROOM: A CASE STUDY

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The purpose of this study is to examine the effectiveness of regular classroom towards the learning process of a child with visual impairment. The respondents were three students with visual impairment in an integrated school in Kuching. They were observed during the teaching and learning process and interviewed, and their work samples were taken as part of data regarding their learning process in regular classroom. The data were analyzed using qualitative analysis such as transcribing interview data, synthesizing and emerging critical themes. Three main theme such as critical thinking, creative thinking and complex thinking towards the learning process in regular classroom were discussed. The finding shows that, in general, four categories were derived in the learning process of the students with visual impairment in regular classroom for critical thinking which are recall, recognition, encoding specificity and forgetting. The finding also shows that creative thinking of students with visual impairment involved three categories such as synthesizing, imagining and elaboration of information. The findings of the study show that students with visual impairment in regular classroom were able to perform the complex thinking by performing problem solving.

ABSTRAK

PROSES PEMBELAJARAN KANAK-KANAK CACAT PENGLIHATAN DI DALAM SEBUAH KELAS BIASA : KAJIAN KES

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Kajian ini bertujuan untuk mengkaji keberkesanan kelas biasa terhadap proses pembelajaran kanak-kanak cacat penglihatan. Responden kajian terdiri daripada tiga orang pelajar yang mempunyai cacat penglihatan di sebuah sekolah di Kuching. Pemerhatian dalam kelas biasa dan temubual telah dijalankan dan hasil kerja mereka diambil sebagai salah satu bahan kajian berkaitan dengan proses pembelajaran seorang kanak-kanak cacat penglihatan di dalam sebuah kelas biasa. Hasil temubual, pemerhatian dan hasil kerja dianalisa menggunakan analisis kualitatif seperti proses transkripsi temubual, pemecahan data dan penghasilan tema berkaitan. Tiga tema utama telah dikenapasti dalam kajian ini seperti pemikiran secara kritikal, pemikiran secara kreatif dan pemikiran secara kompleks. Hasil kajian menunjukkan, secara am, terdapat empat kategori dalam proses pembelajaran kanak-kanak cacat penglihatan secara pemikiran kritikal. Kategori-kategori tersebut adalah proses mengingat, proses mengenalpasti, proses pengkodan secara terperinci dan proses lupa. Hasil kajian turut menunjukkan terdapat tiga kategori bagi proses pembelajaran kanak-kanak cacat penglihatan di dalam kelas biasa secara kreatif iaitu rumusan, imaginasi dan penjelasan. Hasil kajian turut menunjukkan kanak-kanak cacat penglihatan mampu mengaplikasikan pemikiran secara kompleks dengan menggunakan kaedah penyelesaian masalah.