Original Article

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The Effectiveness of Vocal Learning in Visually Impaired Students Using Audio Visual Media and Picture Learning at SLB Negeri 1 Pemalang

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Abstract:

This study examines the effectiveness of vocal learning in students with disabilities using audiovisual media and picture learning in SLBN 1 Pemalang. Students with disabilities experience difficulties in conventional vocal learning due to cognitive limitations and the ability to understand abstract concepts such as pitch, rhythm, and lyrics. Traditional learning methods that rely on verbal instruction have proven to be less effective, resulting in low student participation in music learning This research integrates audiovisual media to stimulate hearing and vision simultaneously in understanding tone and rhythm, as well as picture learning that utilizes concrete images to facilitate the memorization of lyrics. The combination of the two media creates multisensory learning that is in accordance with the learning characteristics of students with disabilities who are responsive to visual stimuli. The research contribution is the development of an inclusive vocal learning model for students with special needs in exceptional schools.

Keywords: Vocal Learning, Visually Impaired, Audiovisual Media, Picture Learning, Exceptional Schools

Introduction

Law Number 20 of 2003 concerning the National Education System states that every citizen has the right to quality education without discrimination. This statement is in line with the 1994 Salamanca Declaration on Education for All, which emphasizes the importance of providing access to education for all individuals. These two principles affirm that every child, including children with special needs, has an equal right to educational services.

Children with special needs (ABK) are individuals who show unique characteristics that distinguish them from children in general who are considered normal by society. These differences can include physical, cognitive, or emotional aspects, which are below or above the average ability of children their age. This condition is often an inhibiting factor for ABK in achieving success in the social,

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personal, and educational realms (Bachri, 2016). Therefore, they need a form of education and services specifically designed to support the development of their potential to the fullest.(Halan and Kauffman in Hadith, 2016)

One type of child with special needs that is often encountered is Tuna Grahita, or better known as intellectual disorder, Disabled children are a condition where their intelligence development is hindered, so that they do not reach the optimal stage of development (Herdiyanto et al., 2020).

According to Somantri in (Tuesday, 2021), children with disabilities are grouped based on their level of intelligence into three categories: (1) Mild Disability (IQ 51–70) Children in this category are still able to learn basic skills such as reading, writing, and simple arithmetic. With the right education and guidance, they can live independently in a limited way. (2) Moderately Disabled (IQ 36–51) Have limitations in thinking, speaking, and social skills. They need special training but can still learn basic skills for daily life. (3)Severely Disabled (IQ 0–35) Children with very low intelligence, experience significant impairment in basic daily functioning. They need full care and supervision throughout lifeEducation plays an important role in supporting the learning process of children with special needs, including children with disabilities. Children with disabilities experience obstacles in intellectual function and adaptability, which affect learning, communication, and social interaction.

(Sya'adah & Rusmawati, 2021) stated that special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social, and/or have the potential for intelligence and special talents Therefore, they need a flexible, contextual, and multisensory approach to learning, one of which is through art education. Vocal art, especially singing, is a universal and accessible medium of expression, and plays a strategic role in the development of holistic abilities of children with disabilities.

Singing activities not only function as a means of entertainment, recreation, and emotional release, but also as an effective therapeutic medium and a means of developing various aspects of fundamental abilities such as verbal and non-verbal communication, socialization and interpersonal interaction, gross and subtle psychomotor, cognitive, and emotional and spiritual of course, through this vocal learning which aims to examine the effectiveness of the use of audio-visual media in vocal learning for students with disabilities at SLBN 1 Pemalang.

Although it has many extraordinary benefits, the implementation of vocal learning for children with disabilities faces various challenges and obstacles that are quite complex. The main challenge lies in the special characteristics and limitations that the disabled child himself has. Limited cognitive abilities cause children with disabilities to experience significant difficulties in understanding abstract concepts related to music theory, such as the concepts of rhythm, melody, harmony, tempo, dynamics, and song structure. They also face severe challenges in remembering and memorizing song lyrics, especially songs with long, complex lyrics, or contain words that are difficult to understand.

Ekawati (2016: 4)(Jacob & Herman, 2011) states "Conventional learning is a commonly known form of learning activity, namely the interaction between teachers, students and learning materials in a certain environment (schools, classrooms, laboratories, and so on)". Conventional vocal learning methods that rely on verbal instruction and imitation are often less effective for children with disabilities. Abstract and verbalistic approaches do not correspond to their characteristics that respond more

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to concrete, visual, multisensory, and interactive learning. This problem is exacerbated by the lack of variety of learning media in many special schools and the lack of teacher training in utilizing innovative learning technologies that are in accordance with the needs of children with special needs.

Facing these complex challenges, audio-visual media and picture learning emerged as a combination of alternative solutions that are very promising in vocal learning for children with disabilities. Audio-visual media is a learning technology that combines auditory (audio) and visual elements in an integrated unit to provide multi-sensory stimulus to students. Meanwhile, picture learning is a learning method that utilizes images, illustrations, photographs, diagrams, visual symbols, or other visual representations as the main medium to convey information, concepts, and learning materials to students.

The combination of these two approaches is very suitable for the characteristics and learning needs of children with disabilities who require a concrete, visual, multi-sensory, interesting, and accessible approach through various learning modalities at once. The integration of audio-visual media with picture learning can create a more comprehensive, holistic, and effective learning experience compared to using one method separately.

The main advantage of the combination of audio-visual media and picture learning lies in its ability to present learning information in a much more concrete, visual, and easy-to-understand form for children with disabilities. Musical concepts that were previously abstract and difficult to understand can be visualized into concrete and meaningful representations. For example, the concept of a low pitch can be visualized through a colorful scale image with characters going up and down, an illustration of a bird flying high to depict a high pitch and an elephant walking on the ground for a low pitch, or an animation of a ball bouncing low high according to the pitch of the music.

The concept of rhythm and tempo can be displayed through sequential images that show clear beat patterns, animations of characters moving according to the tempo of the music, or visualizations of sound waves that vary according to the dynamics of the song. The concept of song structure can be represented through visual diagrams that show parts of the song such as intro, verse, chorus, and outro with different colors and shapes.

Picture learning in the context of audio-visual media allows for the use of a variety of innovative visualization techniques. Digital picture cards or interactive flashcards can help children with disabilities remember song lyrics more easily and funly. Each keyword or phrase in the lyrics can be represented with relevant, familiar, and interesting images, so that children can easily associate abstract words with concrete, familiar objects or concepts in their daily lives

From the pedagogical and methodological aspects, the combination of audio-visual media and picture learning allows the application of learning principles that are very appropriate to the characteristics of children with disabilities. The repetition of learning materials can be done as many times as necessary without causing boredom, embarrassment, or frustration in children. They can play back learning videos, look back at illustrated pictures, learn picture-word associations, and practice singing songs over and over again until they really understand and master the material well.

This research is expected to contribute to the development of more effective learning methods for children with disabilities, as well as become a reference for educators

and special education practitioners in optimizing the potential of children with special needs through vocal arts learning. The results of this study are expected to provide empirical evidence on the effectiveness of audio-visual media and picture learning in improving the vocal abilities of children with disabilities, as well as provide practical recommendations for the development of more inclusive and meaningful vocal learning in special schools.

Methods

The qualitative method of case studies is a research approach that examines in depth and comprehensively a specific phenomenon in a real-life context, whether in the form of individuals, groups, organizations, or certain situations. This method is holistic and flexible, allowing researchers to use a variety of data collection techniques such as interviews, observations, and document analysis to gain a rich and detailed understanding of the case being studied. Case studies are particularly effective at answering the "how" and "why" questions about ongoing complex phenomena, but they have limitations in terms of generalization due to their focus on specific cases making them difficult to apply widely to larger populations.

Results

Sub 1 Learning Effectiveness

Miarso (Chartier, 1972) saying that the effectiveness of learning is one of the standards of education quality and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation, *"doing the right things"*.

Based on observation for 2 months, significant changes in student learning behavior were identified that affected learning effectiveness:

1) **Before the implementation of the media:**
   a. Students often lose focus in the first 10 minutes: Early observations show that students with disabilities have difficulty maintaining concentration in conventional vocal learning. In the first 10 minutes of learning, students begin to show signs of loss of focus such as looking the other way, playing with objects around, or starting to chat with a bench mate. The teacher explained: *"These children have a very limited attention span. If they just listen to explanations, they get bored quickly and start doing other activities."* This phenomenon occurs because traditional vocal learning that relies on verbal instruction does not provide a visual stimulus that is attractive enough to retain the attention of students with disabilities. A 15-year-old U.S. student revealed: *"I used to just listen to the teacher keep talking, I would get sleepy. My eyes look everywhere."*
   b. Difficulty understanding the teacher's verbal instructions: Students with disabilities show significant barriers to processing verbal instructions that are abstract. When teachers give instructions such as "take a deep breath" or "open your mouth wide," students often look confused and unable to execute appropriately. The teacher explained: *"I often had to repeat the instructions many times, but still they did not understand what I meant. Words like 'resonance' or 'diaphragm' don't come into their understanding at all."* Observations show that students need 3-5 repetitions of instructions to understand one simple concept, and even after that, their comprehension is still partial. BD student (14 years old) said: *"The teacher said 'stomach breath', but I*

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don't know which stomach it is. All stomachs are the same." This shows that the abstraction ability of students with disabilities is limited, so it requires concretization through visual media.

c. Reluctance to actively participate in vocal activities: Reluctance to participate arises as a self-defense mechanism for students with disabilities when they feel incapable of meeting learning expectations. Observations show that students often sit still, bow their heads, or pretend not to hear when asked to practice vocally. The teacher observed: *"They are afraid of being wrong, afraid of being laughed at. So it's better to be silent than to try and fail."* This phenomenon is reinforced by previous negative experiences where students often get corrections without a clear understanding of what needs to be improved. The 16-year-old CR student revealed: *"I used to be afraid to sing in front of the class. Teachers always say it's wrong, but I don't know."* This reluctance is also influenced by the low self-efficacy of students in the vocal field, where they feel that they do not have adequate basic skills to succeed in learning.

d. often imitate without understanding concepts: Imitation behavior without understanding is a survival strategy developed by students with disabilities in the face of learning that they do not understand. They tend to follow the movements or sounds of teachers and friends without understanding the basic principles underlying the vocal technique. The teacher explained: *"They can imitate my voice, but if I change it just a little, they get confused right away. There is no understanding of the concept behind the knock-off."* Observations show that students can replicate quite accurately in exactly the same situation, but when asked to apply in slightly different contexts, they have a hard time. A 13-year-old EF student said: *"I can follow the singing teacher, but if I am told to sing on my own, I forget what to do."* This pattern of imitation suggests that learning has not yet reached the level of conceptual understanding, but only at the level of surface imitation that cannot be generalized.

2) **After Media Implementation:**

- Able to maintain focus for up to 25-30 minutes
- More responsive to visual instructions
- High enthusiasm in participating
- Begin to understand basic vowel concepts

The teacher stated: *"The most obvious change is that children are now more independent in learning. They can repeat the video and see the image without having to rely on my verbal explanations all the time."*

3) Vocal Ability Development:

The learning video documentation shows the gradual progression:

- **Weeks 1-2:** Students begin to recognize visual patterns and imitate basic movements

- **Weeks 3-5:** Coordination between visuals and sound production begins to develop

- **Weeks 6-8:** Students are able to perform simple vocal techniques independently

Sub 2 Vocal Learning

Figure 1. Music Introduction Activities

1) Characteristics of Vocal Learning for the Disabled

Vocal learning in students with disabilities has special characteristics that are identified through observation:

a. Gradual Learning Process:
Vocal learning for students with disabilities requires the deconstruction of each technique into the smallest components that can be understood individually. This process cannot be done holistically like in conventional vocal learning. Observations show that students need very specific and ordered stages. EF student (13 years old) described his understanding: "If you learn to breathe first, keep opening your mouth, then you will make a sound. We can't do it all right away". Effective learning stages for students with disabilities include: (1) Introduction of basic concepts through simple physical movements, (2) Practice of isolated skills without combinations, (3) Gradual incorporation with strict supervision, (4) Independent practice with monitoring, and (5) Application in a broader context. The teacher explained the implementation: "To teach one simple song, I broke it down into 8-10 stages. The first is breath-only training for a week, the second week is the mouth-opening exercise for the 'a' vowel, and so on. If they all join immediately, they are completely confused." Each stage requires clear and concrete indicators of achievement. GH student (14 years old) understands this concept well: "*The teacher said that if you can breathe for 10 seconds, then you can continue. If not, you have to keep practicing.*" This step-by-step approach also helps build students' confidence as they feel accomplished in every small step, not just in the final result that may still be out of their reach.

b. Repetition and Consistency:
The most prominent learning characteristic of disabled students is the need for intensive repetition with consistent patterns. MN's teacher explained based on 8 years of teaching experience: "These children need a lot of repetition. One technique can be repeated 20-30 times before you really understand. But if they understand, they will always remember". Effective repetition is not just mechanical repetition, but must be done with a variety of stimuli that still maintain core consistency. Observations show that students need 3-4 weeks of consistent repetition to internalize one basic technique. The teacher added: "What is important is the consistency of the way it is taught. If I teach today in way A, tomorrow I have to keep it way A. If I change the way, they start from

scratch again". The observed pattern of repetition included: repetitions in one session (10-15 times), inter-session reps in one day (3-4 times), daily reps (every day for 2-3 weeks), and periodic reps for maintenance (once a week after mastering). Student JK (15 years old) described his experience: *"At first I was tired if I kept repeating it. But now I like it, because I can really do it"*. Consistency also includes consistency of the learning environment, instructors, learning timing, and sequence of activities. Small changes in routine can lead to confusion and setbacks in learning achievement. The teacher observed: *"If I change the position of the piano, or change the lesson hours, the children lose focus. They need high predictability."* This phenomenon shows that students with disabilities build very specific and context-dependent learning schemes, so consistency is the key to the success of their vocal learning

c. Individual Approach:
Vocal learning for students with disabilities requires identification and adaptation to highly diverse individual learning styles. Observations over 3 months revealed that each student had a different dominant learning modality, and learning effectiveness increased dramatically when the approach was tailored to individual characteristics.

2) Focus on the 5 Basic Vocals:

Articulation learning is simplified by focusing on the five basic vowels (a, i, u, e, o), taught as separate units with specific mouth formations. The teacher explained, "These five vowels are the foundation. If you have mastered it, then proceed to the variation". The order of instruction starts with the simplest vowels ('a' – mouth wide open), followed by contrasting vowels ('i' – wide smile, 'u' – mouth swollen), then intermediate vowels ('e', 'o'). Each vowel is reinforced by visual associations:

a. A: open mouth as surprised
b. I: a big smile like taking a picture
c. U: mouth is like kissing
d. E: mouth half open as if about to speak
e. O: round mouth like the letter O

This approach makes it easier for students to remember and apply mouth formations consistently.

3) **Mouth formation is taught per vowel:**

Each vowel is learned individually with detailed instructions on the position of the mouth, tongue, and jaw. Intensive repetition is done before moving on to the next vowel. The teacher emphasized, "I have never mixed vocals in one session. The first week is just 'A', then 'I', and so on. Mixing can be confusing."

Example technique:

- **'A'**: mouth wide open, tongue flat, jaw drop naturally – "Like yawning, but vocal" (AB, 14 yrs)
- **'I'**: mouth grinning, tongue high in front
- **'U'**: lips round and forward, tongue pulled back.

If necessary, the teacher uses physical manipulation to get students to feel the correct position.

Sub 3 Disabled Students

1) Learning Characteristics of Disabled Students

In-depth observation reveals the unique characteristics of students with disabilities in vocal learning:

a. Strength:

- Good procedural memory after mastering
- High enthusiasm for fun activities
- Pretty good copying ability
- Positive response to praise and appreciation

The GH student revealed: *"I love singing, but I didn't know how to do it before. Now I know what to do."*

b. **Challenge:**

- Difficulty understanding abstract concepts
- Limited attention span
- Takes longer to process information
- Generalization of learning difficulties

c. Emotional Response to Learning

Vocal learning has a positive emotional impact:

- Increased Self-Confidence: The OP teacher observed: *"Children are now more daring to appear in front of the class. They feel proud to be able to sing well."*
- Expression of Emotions: Disabled students show the ability to express emotions through vocals better after learning. MN (16 years old) says: *"When I'm sad, I sing slowly. If I'm happy, I sing aloud."*

Sub 4 Media Audio Visual

Audio-visual media is implemented through various formats:

1) Interactive Learning Videos:

- Duration 5-10 minutes per segment to
- Hold attention
- Interesting and consistent animated charactersNarrative with slow pace and clear articulation
- Supportive, non-intrusive music backgrounds

2) Effectiveness of Audio Visual Stimulus:

The QR teacher explained: *"The video is like a second teacher. Children can repeat without getting bored. They even memorized the dialogue in the video."* Students exhibit different responses to audio and visual elements:

3) Response to Visual Elements:

- Students focus on mouth movements and facial expressions
- Following hand movements as rhythm guide
- Mimicking the posture shown

4) Response to Audio Elements:

- Easier to remember simple melodies
- Responsive to clear verbal instructions
- Able to distinguish high low base notes

5) Student Interaction with Audio Visual Media

Observations show interesting interaction patterns: 1). Independent Learning: ST students revealed: *"I can play videos myself if I don't remember. There is no need to ask the teacher directly"*. 2). Collaborative Learning: Students often watch videos together and help each other: *"If my friends can't do it, I teach them to use it,"* says UV, 15.

Sub 5 Media Picture Learning

1) Implementation of Media Picture Learning

Picture learning is implemented through a variety of static visual media:

a. Learning Cards:

- Vocal card with mouth position illustration
- Sequence cards for learning sequences
- Emotion cards for vocal expressions
- Breathing technique card with simple illustration

b. Poster and Chart:

- Vocal technique poster on the classroom wall
- Individual student progress chart
- Simple diagram of vocal anatomy

c. Effectiveness of Picture Learning

Strong Visual Memory: Students with disabilities demonstrate the ability to remember images well. WX (14 years old) said: *"I remember the mouth picture for 'A' was wide open. If 'I' is a smile."*

- Learning References: Picture learning serves as a reference that can be accessed at any time:The teacher explains: *"The cards are like a visual dictionary to them. If they forget, they immediately see the appropriate card."*
- Self-Monitoring: Students learn to use pictures to evaluate their own abilities: *"I look at pictures first, keep looking in the mirror, it's not the same yet,"* says AB (16 years old).

d. Creativity in the Use of Picture Learning

Students develop creative ways to use image media: 1). Image Combination: CD students create their own sequence: *"I arrange the cards according to the song they want to sing"*. 2). Peer Teaching**:** Students use pictures to teach friends: *"I showed this picture to a friend, he understood,"* says EF (13).

Discussion

Sub 1 Synergy of Learning Effectiveness through Multimedia

The results of the study show that the effectiveness of vocal learning in students with disabilities cannot be separated from the proper use of multimedia. The combination of audio visual and picture learning creates optimal synergy for the learning characteristics of students with disabilities.1). Principles of Cognitive Compensation: Visual media compensates for the limitations in the processing of verbal information of students with disabilities. As GH's teacher said: *"What they can't capture from explanations, they can understand from pictures and videos"*. 2).Layered Reinforcement: Audio visuals provide active stimulus, while picture learning provides passive reinforcement that can be accessed repeatedly. The IJ student described: *"The video is like a moving teacher, the picture is like a book that never disappears."*

Sub 2 Transformation of Traditional Vocal Learning

Traditional learning methods refer to learning approaches that rely on direct interaction between teachers and students in the classroom. The traditional learning system emphasizes the dominant role of teachers in managing learning, where students tend to carry out activities according to the teacher's instructions (Efendi, R., 2020) (Mazaimi & Scotland, 2023). Traditional vocal learning that relies on verbal instruction and hands-on demonstrations undergoes significant transformation with multimedia integration:1). From Abstract to Concrete: Abstract vocal concepts such as resonance and articulation become concrete through visualization. Teacher JK explained: *"I used to be able to say 'feel the vibration in my chest', now they can see in the video how the vibration happens"*. 2). Repeatable Learning**:** In contrast to live demonstrations that are only once, the media allows for unlimited repetition. LM student says: *"If the teacher is tired, you can't keep giving examples. If it's a video, I never get tired."*

Sub 3 Learning Adaptation for Disabled Students

This study reveals the importance of learning adaptation that considers the unique characteristics of students with disabilities: 1). Learning Segmentation: Complex vocal material is broken down into small segments that can be digested by students with disabilities. This process requires the creativity of teachers in designing learning sequences.2). Multi-Modal Processing: Students with disabilities process information better when it is provided through multiple channels simultaneously. Audio visual and picture learning provide mutually supportive channels.3). Self-Paced Learning**:** Learning media allows students to learn at their own pace, reducing the stress and anxiety often experienced in conventional learning.

Sub 4 Audio Visual Media Revolution in Special Education

According to Vienna Sanjaya (2014:118)(Nuraini, 2018) Audio-visual media is a type of media that, in addition to containing sound elements, also contains visual image elements, such as video recordings, various movie sizes, sound slides and so on. The implementation of audio visuals in the vocal learning of disabled students shows revolutionary potential: 1). Consistency of Information Delivery: Video provides consistency of information that cannot always be guaranteed in a live delivery. Each student gets the same exposure to the learning material.2). Emotional

Engagement: Visual and audio elements create stronger emotional engagement than simple verbal instructions. Students show consistently high enthusiasm.3). Visual Scaffolding: Audio visuals serve as scaffolding that can be gradually reduced as students achieve learning independence.

Sub 5 Picture Learning as a Cognitive Anchor

According to Hamdani (2010)(Husniatun, 2020) Picture and picture is a learning method that uses pictures and pairs or is arranged in a logical order, so that students who quickly sequence the correct answers or questions, before the specified time runs out, they are the ones who get points. Picture learning functions as a cognitive anchor that helps students with disabilities organize and remember learning information:1). Visual Memory Advantage: Students with disabilities generally have stronger visual memory than auditory memory. Picture learning makes optimal use of this power.2). Concrete Reference System: Pictures provide a concrete reference system that can be accessed when students experience confusion or forget.3). Self-Regulation Tool: Students learn to use pictures as a tool for self-regulation and self-monitoring in vocal learning.

Conclusion

This qualitative research revealed that the effectiveness of vocal learning in disabled students at SLBN 1 Pemalang increased significantly through the implementation of audio-visual media and picture learning. The five main themes identified – learning effectiveness, vocal learning, characteristics of disabled students, the role of audio-visual, and picture learning functions – interact with each other to create an optimal learning ecosystem. The transformation of learning from a conventional approach to multimedia not only improves vocal technical skills, but also has a positive impact on students' psychosocial aspects such as confidence, learning independence, and social skills. These findings make an important contribution to the development of learning practices in exceptional schools, showing that with appropriate adaptation and appropriate technological support, students with disabilities can reach their optimal potential in vocal learning.

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