

Identification of Visual Impaired Children's Responses to Recreational Games in Support of Inclusive Tourism

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ABSTRACT

Encouraging inclusivity in education and urban development is one of the goals in the Sustainable Development Goals (SDGs). The development of inclusive tourism is one way to push the SDGs goals to be achieved. Tourism basically includes several components such as attraction, accommodation and accessibility. In our community, especially children with disabilities, currently still have difficulties in enjoying tourism, this can be caused by all the three components of tourism such as attraction, accommodation and accessibility are not all disability-friendly. The development of disability-friendly recreational games is one way to support the attractiveness component so that it is accessible for people with disabilities. People with disability have many different conditions based on their difficulties, one of which is people with visual impaired. This study will discuss the response of children with visual impairments to some recreational games that designed specifically for their condition. The method in this research is to use observation and Applied Behavior Analysis technique where we can observe how the visual impaired children respond to some of the games that are offered. Based on the analysis, it was identified that visual impaired children can accept games that rely on other five senses such as hearing, smell and touch. Children with visually impaired condition also tend to be able to play games that have simple instructions and are not too complicated. But even so, visual impaired children still need assistance in doing recreation.

Keywords: Disability; Recreational Games; Inclusive Tourism

INTRODUCTION

Children with disabilities are a group in society who really need more assistance in their growth and development and often fall into minority groups who experience discriminatory behavior. UNICEF (2017) has declared that children with disabilities need anti-discriminatory treatment by encouraging equal rights for all groups in society, especially children with disabilities. One of the actions to promote equal rights is to give children with disabilities access to equal education in inclusive urban development (UNICEF, 2003). In supporting sustainable urban development, the Government of Indonesia through Presidential Regulation Number 56 of 2017 encourages inclusive development through a global goal of eliminating disparities for vulnerable communities including children in vulnerable conditions and persons with disabilities.

Children with disabilities, especially those with visual impairments are more difficult to engage in school (Le Fanu et al., 2022) where school is one of the accesses to social relations for these children. One way to achieve an inclusive environment is to provide

recreation that encourages the cognitive abilities of children with disabilities. According to Brown & Gordon (1987) in King et al. (2020) it is said that children with disabilities tend to engage in less varied physical recreational activities than children without disabilities. Recreation for disability or inclusive recreation, also known as adaptive or accessible recreation, is a concept whereby persons with disabilities are given the opportunity to participate in recreational activities (Kleiber, 2012). Recreation is an activity in filling spare time, which in providing free time participation, people find positive experiences such as the perceived freedom to engage in meaningful experiences.

The need for recreation is not only for ordinary children in general, but also for children with special needs. Children with special needs are divided into mental and physical disabilities. Recreation itself is essentially aimed at improving the freshness of the mind and body. Recreational activities are usually done when a person has free time. A person's right to do recreation has been stated in the Ministry of Tourism Act No. 10 of 2009 which states that "... the freedom to travel and take advantage of free time in the form of traveling is part of human rights." This implies that recreation is needed by everyone to refresh the body and mind. Not only for people in general but also for recreation for people with special needs. One form of recreation for children with disabilities and disabilities is to provide them with games. Play allows children to channel excess physical energy and release suppressed emotions, which increases the child's ability to deal with problems (Santrock, 2007). This study is aim to create the suitable recreational games for disability children and to identify the response of visual impairment children.

Literature Review

The definition of recreation is etymologically derived from English, namely recreation which comes from the word re- which means return and creation which means creation or creative. The definition of recreational activities can be interpreted as activities carried out in order to restore or create creative power. Recreation is an activity that is fun and constructive and increases knowledge and mental experience of natural resources in free time and space according to. In conclusion, recreation is a fun activity carried out in free time with the aim of increasing knowledge and mental experience that will increase or restore creative power.

Recreation for disability or inclusive recreation, also known as adaptive or accessible recreation, is a concept whereby persons with disabilities are given the opportunity to participate in recreational activities. Free time is a complex and multidimensional human right. In leisure time participation, people find positive experiences such as the perceived freedom to engage in meaningful experiences, intrinsic motivation is associated with positive emotions such as enjoyment, sense of identity, and self-determination according to (Dattilo & Williams, 2012). Leisure is a subjective experience, process, and state of mind that transcends time, environment, and situation. Leisure time is critical to ensuring the fundamental right of persons with intellectual disabilities to enjoy leisure time has been identified worldwide. The relationship between leisure involvement and the formation of social relationships identifies further support for the importance of leisure time. In the context of leisure as a human right, there is value in identifying the current state of leisure for people with intellectual disabilities and the barriers they face when they try to engage in leisure time according to (Badia, 2012).

The game is an activity to fill spare time. The term game comes from the basic word play. Play is the activity of playing games for fun or doing things for fun, using certain tools and not using

tools. The game is an activity that is limited by a medium that encourages cognitive development of children. The game is an activity that likes to be carried out within the limits of time and space that have been determined according to the rules that are freely accepted but absolutely binding.

Children's play activities learn to develop emotional and social abilities, so it is hoped that appropriate emotions and behavior will emerge in accordance with the context faced and accepted by social norms in (Mashar, 2011). Psychoanalytic theory says that play serves to express impulsive urges as a way to reduce excessive anxiety in children. Emphasis on the function of play as a means of developing creativity and flexibility. Play activities that become very important for children are the meaning of playing and not the end result (Mutiah, 2010).

Play helps children master anxiety and conflict because tension loosens in play, the child can face problems. Play allows children to channel excess physical energy and release suppressed emotions, which increases the child's ability to deal with problems (Santrock, 2007). Some of these aspects include learning to interact socially, respecting people's opinions, learning empathy, and learning to work together in groups.

The game has two aspects: a race for something and a show for something. Games are divided into three groups based on their characteristics or aspects, namely (1) oral games, magical ritual games and initiation games (2) strength and dexterity games (3) intelligence games. The types of games available are (a) Modern Games (b) Traditional Games. The basic elements of the game include: (a) Games are human beings with various characteristics (physical and psychological) they have as actors in activities; (b) Location is the place where game activities such as outdoor or indoor are held; (c) Auxiliary Equipment is the media used for activities to run; and (d) Regulations are something that makes the game run. The objectives of the game can be broadly grouped into several groups, including: (1) Group cooperation (team building); (2) Refreshing the atmosphere (energizer); (3) Melt the atmosphere (ice breaker); (4) Communication; (5) Perception; and (6) Lesson.

Children's games are influenced by several factors according to (Hurlock, 2007), namely: (1) Health, the healthier the child, the more energy he has to play actively, such as games and sports. Children who lack energy prefer entertainment. (2) Motor development, children's games at every age involve motor coordination. The activities to be carried out and the time to play depend on their motor development. Good motor control allows children to engage in active play. (3) Intelligence, at all age smart children are more active than those who are less intelligent and their games show more ingenuity. As children get older, they show more attention in the play of intelligence, drama, construction and reading. Smart children show greater balance of playful attention, including efforts to balance tangible physical and intellectual factors. (4) Gender, boys play more than girls and prefer games and sports to other types of games. Early childhood, boys show more attention to various types of games than girls but the opposite occurs in late childhood. (5) Environment, children from bad environments play less than other children due to poor health, lack of time, equipment, and space. Children from rural areas play less than those from urban areas, this is due to a lack of playmates and lack of equipment and free time. (6) Socio-economic status, children from higher socioeconomic groups prefer expensive activities, such as athletic competitions, rollerblading, while those from lower classes are seen in less expensive activities such as playing ball and swimming. Social class influences the books and films children watch, the type of recreational

group they belong to and the supervision they are supervised by. (7) The amount of free time and playing time mainly depends on the economic status of the family. (8) Play equipment, which owned by children affects the game.

Children with visual impairments have some difficulties in social interaction. Conditions in visual impairment children are known to have a significant correlation with the criteria for Autism Spectrum Disorder (ASD) (Absoud et al., 2010). These components are as follows. (a) Social Interaction, which makes social approach, makes social response, has a social smile, enjoys social play, and joins in activities of others; (b) Communication Language, which responds to being called by name, responds to being called by name, communicates need for help by vocalization or gesture, expresses emotion, and has appropriate wide range of topics of interesting play; (c) Play, by engaging in spontaneous play, functional play, symbolic play, imaginative play; (d) Routines, behavior, and interests have appropriately wide repertoire of actions with objects, have a range of interests in different objects, uses hands and body in functional manner, and willing to be redirected to new activity or focus of attention.

METHOD

This research is qualitative research where data is collected by interview method. In this study, the researcher uses Behavior Analysis as an analytical tool to identify social behavior in this case is the response of children with disabilities with visual impairment to recreational games. Data collection was carried out for two inclusive schools that have students with special needs, one of which is blind and visually impaired children. The total children who were the target of this study were 52 children aged from 5 to 14 years. In addition, interviews were also conducted with prisons and school administrators to find out how social interactions have been carried out so far between teachers and students.

Behavior Analysis is to find out how a social behavior (Ferguson et al., 2019). According to Daffin Jr. (2022) behavior has several important dimensions to mention. They include: Frequency, is how often the behavior occurs; Duration, is how long the behavior lasts; Intensity; is how strong the behavior occurs; and Latency, is the time from the moment the stimulus presents itself to the moment the behavior follows.

RESULT AND ANALYSIS

In the schools where targeted for this research, it was found that some children with visual impairments also had autism spectrum and communication difficulties. Children aged 5-18 years who have visual impairment conditions reported 11-40% having difficulty communicating (Mukkades, 2007). In addition to getting challenges in vision, people with visual impairment must also be faced with the autism spectrum which is more challenging. Based on that phenomenon, children with visual impairments have difficulty communicating and enjoying recreational activities. Some of the senses of children with the condition tend to be important to be sharpened. Based on research of Houwen et al. (2022) said that children aged 3-8 years tend to have difficulty identifying things through touch and tend to avoid them. This shows that games that involve the sense of touch are important to be introduced in a fun way, one of which is through recreation.

The recreational games in this research are made to suit the children condition. There are six games that have different objectives and rules. The participants are divided into several groups depending on the needs of each game which will be available in table 1.

Table 1. Table of Games Description

Games Name	Number of Player	Duration	Game Objectives
<i>Batuk (Bau dan Bentuk)</i>	1 group contains 5 children	10 minutes	The benefits of making this tool have two aspects, namely motor benefits and cognitive benefits
<i>Kardus Suara</i>	1 group contains 5 children	10 minutes	This game provides education purpose and learning ability by maximizing the sense of touch
<i>Tebar</i>	7 groups contain 5 children	20 minutes	Utilize the ability to feel and guess items and practice creativity
<i>Siapa Aku</i>	7 groups contain 5 children	15 minutes	Train children's listening sensitivity, focus and creativity
Hidden Treasure	7 groups contain 5 children	10 minutes	Sharpen the sense of sensitivity, sense of hearing and gross motor skills of children.
Make Up Challenge	1 child representatives of each group	20 minutes	Train children's creativity and gross motor skills

Source: Data prepared by Author (2022)

The description of the game is as follows. Firstly, in *Batuk*, the participants are given objects in this case are fruits and are welcomed to observe the smell and feel the shape. Then participants were asked to guess. Second, in *Kardus Suara* the participants are given a box containing the object, the contents of the object can be sounded and touched to guess what the name of the object is. The next game, *Tebar*, which gave the participants a box containing the object, the object is touched to guess what the name of the object is. The game *Siapa Aku* gave the participants a verbal description to find out which profession will be guessed. Each group competes to guess what profession the MCs have mentioned. In Hidden Treasure, the participants are given a mission to find coins in a place that has been provided and then compete to find the most coins. Lastly, in Make Up Challenge, the participants are given make up equipment for them to be creative with their peers.

During the recreational games, the children are guided by an accompanying facilitator whose job is to encourage children to actively participate and be a place for children to ask questions. The children's responses were seen from various aspects, namely how the children responded in paying attention to the game, how involved they were and how satisfied the children felt after playing.

Table 2. Children's response to recreational games

Games Name	Skills Used	Attention Response	Engagement Response	Satisfaction
<i>Batuk (Bau dan Bentuk)</i>	Sense of hearing Sense of smell	58%	58%	77%
<i>Kardus Suara</i>	sense of touch Sense of hearing	77%	73%	96%
<i>Tebar</i>	Sense of Hearing Imaginative Skill Analytic Skills	96%	30%	96%
<i>Siapa Aku</i>	Imaginative Skill Analytic Skill Sense of hearing	100%	73%	77%
Hidden Treasure	Sense of hearing Physical Activity Analytic Skill	38%	38%	83%
Make Up Challenge	Imaginative Skill Creativity	96%	8%	94%

Source: Data processed by Author (2022)

Based on the observations during the games, some children experience fear and difficulty in touching objects and shapes. This often occurs in children with visual impairment (Houwen et al., 2022). The presence of an accompanying facilitator who accompanies during the activity is one of the encouragements for the children to dare to be involved in the game.

Of the six recreational games that were served to children, the highest response from the aspects of attention, involvement and satisfaction was in the "who am I" game, this was driven by the children's strong desire to compete with their other friends, even when in the game, there are those who are sad because they lost quickly with other friends. In addition, the attention response and low involvement in the game "hidden treasure" where children have to use gross motor skills and analytical skills at the same time, some children have difficulty during the game even though they have been assisted by a facilitator.

CONCLUSION

During the game some children experience fear and difficulties in touching objects and shapes. This often occurs in children with visual impairment (Houwen et al., 2022). The presence of an accompanying facilitator who accompanies during the activity is one of the encouragements for the children to dare to be involved in the game. Of the six recreational games that were served to children, the highest response from the aspects of attention, involvement and satisfaction was in the "who am I" game, this was driven by the children's strong desire to compete with their other friends, even when in the game, there are those who are sad because they lost quickly with other friends. In addition, the attention response and low involvement in the game "hidden treasure" where children have to use gross motor skills and analytical skills at the same time, some children have difficulty during the game even though they have been assisted by a facilitator.

Recreational Games that have easy instructions and are not too complicated are easier to apply to these children with visual impairment disabilities. Games that sharpen the senses of hearing, smell and touch are one form of communication that can be done in providing recreational games. Although some children find it difficult to get started and engage to the sensory games, the presence of an assistant (co-facilitator) in the small group created can encourage the child's courage. Another fact is that children with visual impairments can use their imagination power for games that require creativity and guessing competitions. It was identified that visually impaired children can accept games that rely on other five senses such as hearing, smell and touch. Children with visually impaired conditions also tend to be able to play games that have simple instructions and are not too complicated. But even so, visually impaired children still need assistance in doing recreation.

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