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Sports Achievements of Visually Impaired Students and its Impacts on Their Psychological Aspects

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Abstract

Visually impaired students and non-visually impaired students can excel in sports activities and appreciate themselves in the surrounding environment. This research will reveal the sports achievement profile of visually impaired students and their psychological impact. Survey research was conducted at SLB Negeri A Citeureup, Cimahi. Survey research used a qualitative research strategy. It used open-ended questions through interviews with 6 participants consisting of the principal, physical education teacher, class teacher, and three visually impaired students. The data collection used purposive sampling and applied Nvivo 12 Plus for Windows to analyze the data. The study results indicated that visually impaired students who excel in sports activities such as swimming and athletics positively impact themselves, especially psychologically. The leading indicators of the psychological elements are confidence, motivation and emotional stability. Still, it needs cooperation between school officials and parents to support psychological peace, especially self-confidence, inspiration, and emotional stability of visually impaired students to get a good life in their environment.

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INTRODUCTION

Children with visual impairments (blind or low vision) are often slowly delayed in achieving motoric development, including motor skills, motor planning, and locomotor activity (McMahon et al., 2019). This delay is because of visual impairment's cognitive,

physical, and socio-emotional outcomes stemming from a lack of visual input, visual stimuli, and social and environmental signs (Dursun et al., 2015; Adityatama et al., 2022). Suppose proper orientation and mobility skills are entirely sufficient. In that case, the visually impaired students can perform many

living skills independently, such as going to the toilet, walking to a classroom, and avoiding falls that are critical to their self-esteem. Many of these individuals are even able to return home by themselves alone. Therefore, it relieves a little psychological burden on teachers. By doing this, they will be gaining experience and knowledge, expanding their living space, adapting to new social situations, improving relations with classmates, and receiving encouragement from teachers that make a life for them much more accessible, primarily when it is facilitated and embraced by all groups starting from parents, the local community and the school. Several studies have referred to the living environment, where the visually impaired can use their residual vision or other sensory organs to identify their relative position in the environment (Chen, 2015).

However, only less than two per cent of children and youth with visual impairments in low-income countries have access to any form of education or training. Klingberg stated that this lack of access is a severe challenge to the government's official effort to improve the approximately 1.4 million visually impaired children's conditions today (Bowen, 2010). As a result, their opportunities for education, employment, recreation, and earning potential income will be lower than non-disabled students. Visual impairment can affect children's global development (motor, cognitive and psychosocial aspects), restrain their participation in social activities, and generally

worsen their quality of life (Mirandola et al., 2019). By providing access to education and training for persons with disabilities, they will feel a higher acceptance of their disability because of the education they receive and not only because of public policies (McMahon et al., 2019; Alawi et al., 2022).

One example of education and training that can improve the quality of life and welfare of children with visual impairments is adaptive physical education and training (Alcaraz-Rodríguez et al., 2021). Providing people with disabilities health insurance can stimulate them to work hard for the sports championship at the international level. Bonuses for athletes with disabilities (in terms of adaptive sports called Paralympians) are waiting to be achieved and can be used as the foundation of life. While in Inner prosperity, where the psychology of people with disabilities can develop well after they take part or win the championship (Augestad, 2017). For example, after getting an achievement, there will be an increase in self-confidence. They will be more enthusiastic about learning and practising and reduce anxiety in him (British Blind Sport, 2016).

According to interviewed respondents, he was confident after getting achievements in sports, believed in their abilities, were optimistic, and did not feel nervous or doubtful. In addition, the self-confidence that exists comes because of the responsibility that the athlete accepts, which is a consequence that must be accepted regardless

of the result. So that the athlete assesses a problem or event to be more rational, realistic and objective. However, the participants became anxious when the match was about to start. As seen from his pale face and his behaviour appeared hesitant when competing. However, some respondents did not feel anxious because they are senior athletes or have many hours of flying (experience in competing). However, it is undeniable that some athletes who are seniors or who have more experience than others still feel anxious when they are about competing or while they are competing.

This proves that anxiety in athletes does not affect the number of training hours both in senior athletes and new athletes. However, with this anxiety, athletes become champions in their sports. Supposedly, high self-confidence can reduce the anxiety that will arise in athletes. In line with (Augestad, 2017) him, self-confidence is a sense of belief in one's ability that can achieve specific achievements. Confidence will create a sense of security that can be seen from the attitude and behaviour that seems calm, not easily hesitant or nervous, and assertive. When the athlete feels confident, the mind is free to focus on the task at hand. If you lack self-confidence, you tend to worry about how well you are doing or how well other people think you are doing (Dursun et al., 2015; Guerra et al., 2018).

Moreover, 50% of the match result is determined by mental and psychological factors such as self-confidence, self-esteem,

motivation, emotions, and self-actualization (Guerra et al., 2018). The appearance of athletes in games or competitions cannot be separated from the behaviour and psychological aspects that underlie them. In overcoming these factors, it can be different for ordinary people. The preparations or exercises carried out by athletes with disabilities are not much different from non-disabled athletes, so achievements can also be achieved. However, researchers have not found how the description of achievement in visually impaired students and its psychological impact them. Therefore, this study will reveal the profile of visually impaired students' sports achievement and its psychological impact.

METHODS

Survey research was conducted at SLB Negeri A Citeureup Cimahi. Survey research used a qualitative research strategy, for example, using open-ended questions through interviews. It is often used to describe and explore human behaviour; these surveys are often used in social and psychological research. This type of research allows various methods of recruiting participants, collecting data, and utilizing various instrumentation methods (Creswell & Creswell, 2018; Ramadan & Juniarti, 2020). Using purposive sampling, the data sources were the principal, physical education teacher, class teacher, and three visually impaired students.

So the number of participants involved was 6 participants.

Interviews are another approach to data collection used in survey research. Interviews can be conducted in person and have the benefit of visually identifying the nonverbal responses of the interviewee and then being able to clarify the question in question (Ponto, 2015). The level of validity of qualitative research can be measured by the criteria, namely credibility, transferability, dependability, and confirmability. In addition, to further ensure legitimacy by using the help of the Nvivo 12 Plus application for windows. High validity can also be achieved using NVivo because the research team can perform analysis effectively on NVivo, (Bandur, 2019).

FINDINGS AND DISCUSSION

Findings

The results showed that the psychological impact felt by visually impaired students who excel in sports were able to feel changes in terms of self-confidence, motivation and good emotions. After conducting observations and interviews in order to obtain the data and what achievements have been achieved as well as what psychological impact is felt after achievement awarded by students with visual impairments at SLBN Citeureup, Cimahi, the data were obtained as follow:

Tabel I. achievement awarded by students with visual impairments

Participant	Event	Sports	Level	Award
1	The 4th Peparda of West Java	Swimming	West Java Province	2nd and 3rd champion
2	The 4th Peparda of West Java	Running of 100 M, 200 M, 400 M.	West Java Province	2nd and 3rd Champion
3	The 4th Peparda of West Java	Running 100 M, 200 M, 400 M.	West Java Province	1st Champion
4	Peparpeda Jabar	Swimming	West Java Province	1st Champion
5	Peparpeda Jabar	Swimming	West Java Province	1st Champion
6	Peparpeda Jabar	Athletics	West Java Province	1st Champion
7	Peparpeda Jabar	Athletics	West Java Province	1st Champion
8	The 17th Peparnas	Athletics	National	1st champion

After the interviews were conducted with five students taken from the list of students who excel above, it is concluded that their achievements have a tremendous impact on their psychological aspects. They are as follows:

1. Confidence

All subjects agreed that after achieving, they would feel proud and make them have confidence in their abilities that they can show their surroundings. The subject also explained that self-confidence could not

be separated from achievement. If someone has good self-confidence, it will be easy to get achievements, and vice versa. If someone gets achievements, there will be a good sense of self-confidence in him. The results of interviews with students stated, "I am always confident when playing sports, especially if I can achieve beyond my ability. My sports achievements can be a trigger for a better life, and I am always confident when I go to school and home,". Children with visual impairments need personal efforts to cope with difficulties, including a crisis of self-confidence productively. This issue is critical in critical periods of life, including adolescence. Visually impaired adolescents have to overcome psychological difficulties due to their age-specific visual limitations and difficulties associated with an increased need for autonomy and independence.

Under the results of interviews with teachers and principals who also stated that "visually impaired students have low self-confidence which can be reflected in the daily teaching process which tends to be lazy to learn and talk about themselves, after being directed to sports, they tend to be happy and able to appreciate themselves and looks confident to do sports movements, ". Visually impaired children can feel good about themselves through successful participation in physical activities and sports that develop physical competence, strengthen positive physical self-concepts, and contribute to increased self-confidence.

2. Having high motivation

Besides possessing high self-confidence, the subject also explained that they were increasingly motivated to do more in terms of having more enthusiasm in carrying out the training program provided by the trainer and being more motivated to continue or maintain their achievements. Having the same meaning as self-confidence, motivation is closely related to achievement. The more motivated a person is, the stronger his determination to achieve. The results of interviews with visually impaired students who excel in sports are, "With sports, I have more motivation to achieve more achievements because I think that I can achieve as well as other non-disabled people. I feel motivated and confident to carry out the daily life".

Moreover, It is always a good idea if physical education teachers give the motivation to be able to excel, especially in the field of sports. Teachers can give words that can increase student motivation; the results of interviews with physical education teachers say, "I motivate them to take part in sports championships with the lure that if you are succeeded, they will have a good life, for example, you can become a civil servant and earn money, they must be given the real image so that they can imagine it to get success in the future".

3. Excellent Emotion Control

The most crucial thing stated by the participant is that they feel their emotions are more stable; for example, when they face

pressure, they never give up easily; they are optimistic and able to adapt to various situations and conditions in the surrounding environment better than before. The interview results revealed, "After exercising, I feel happy and cheerful, I feel like releasing the burdens of life, so I feel emotionally stable". To overcome the deficit in the crisis of emotional stability, physical education teachers have a role in teaching sports in the learning process. For children with disabilities, especially the visually impaired, participating in sports gives a mastery challenge that can build competency and help individuals see themselves as athletes, despite the limitations due to disabilities. However, students with visual impairments are not usually given the same opportunity to participate in Education classes, unlike other non-disabled students.

Discussion

The subject explained that self-confidence could not be separated from achievement. If someone has good self-confidence, it will be easy to achieve, and vice versa. If someone gets achievements, then a good sense of self-confidence will arise in him (Alcaraz-Rodríguez et al., 2021; Carson et al., 2017; Mirandola et al., 2019). It is the same as previous research indicated that many visually impaired children manage to achieve good intellectual achievement if the environment provides opportunities and motivation for visually impaired children to develop (Buckley et al., 2021). In addition to developing self-confidence, the participant is also increasingly motivated to do more and very

enthusiastic in carrying out the training program provided by the trainer and being increasingly motivated to continue or maintain his achievements. Similar to self-confidence, motivation is also closely related to achievement (Jameel & Shamim, 2019; McMahon et al., 2019). Motivation is the cause of action; without motivation, someone cannot achieve their goals.

Another participant also explained that in addition to increasing self-confidence and motivation, the most important thing is that they feel their emotions are more stable; for example, when they face pressure, they never give up easily, they are optimistic and able to adapt to various situations and conditions in their surrounding environment better than before, (Giloyan et al., 2014). Emotional stability is a condition of an individual who can control himself over the overflow of expression (emotions) so that the emotions shown are appropriate to respond to stimuli in the form of pressure (Dursun et al., 2015). Emotions that often appear in adolescents, especially those with special needs, are anger, fear, shame, anxiety, sadness, affection and curiosity. This unstable emotional condition will interfere with the learning process or practice (Julio et al., 2018). When emotional conditions are unstable, individuals will find it more challenging to focus on learning. As a result, their learning achievement will not be optimal. Individuals who are relatively free from anxiety and other emotional disorders will concentrate well on studying or practising.

Therefore, emotional stability is needed in the learning process so that individuals can

excel. After an individual excels, the development of emotional stability will be better (Powis, 2018). If the emotional control is well, then an individual will have a chance to achieve achievement. Not to mention that his emotional control will also develop because he feels he has succeeded in achieving his goals. There will be a sense of getting used to facing pressure during training (Silva, 2019; Saputra et al., 2021). Children with vision loss may have reduced mobility, decreased opportunities to learn social skills, need more excellent assistance, and experience loneliness (Soares et al., 2018). In addition, a lack of participation in leisure activities may contribute to an increased risk of mood disorders (Paquette et al., 2014). In addition, children with severe vision loss may find it difficult to predict the behaviour, reactions, and emotions of others from their facial expressions. A person's self-esteem may depend on psychological adjustment, quality of life, adaptive behaviour, relationships with friends, motivation, and success (British Blind Sport, 2016).

Low self-esteem can occur if there is a difference between a person's expectations and their perception of their adequacy (Lieberman et al., 2019). Children with vision loss may have lower self-esteem because their challenges in life are different from those who are not. However, the self-evaluation, social comparison, and identity of children with different visual statuses may vary. In addition, exercise effectively improves self-perception for children with visual impairments. Factors contributing to the increase of self-perception are active in sports activities,

an achievement in adapting to sports and providing a deliberate, systematic, and sequential method for teaching concepts in basic body mechanics and sport-specific skills (Guerra et al., 2018; Haryanto et al., 2022). The increase of positive self-perception can also be gained when they are in an environment with high expectations, peer exposure, and exposure to visually lost adults and elite athletes or in leadership positions (Julio et al., 2018; Macphail & Macphail, 2017).

Adjusting to the social impact of vision loss requires the person to adjust positively to the demands of life to maintain a positive self-concept. To facilitate the successful inclusion of visually impaired children in society, it is essential to understand better the psychological challenges they face (Nastasi, 2019). The psychological principles involved in developing self-concept and self-esteem among sighted people are equally applicable to visually impaired people. However, children suffering from visual impairments may have lower self-esteem because their challenges in life are different from those faced by non-disabled children. The expert claimed that visually impaired people might find it more difficult to understand people with low vision than those who are blind (Salminen & Karhula, 2014). Therefore, self-evaluation, social comparison, and identity may vary between children and adults who differ in their visual status and may be influenced by external rewards such as sporting achievement (Buckley et al., 2021). Furthermore, adolescents' self-perception with low vision can be developed by positive

attitudes and support from their peers, parents, and teachers to excel in sports (Powis, 2018).

CONCLUSION

This study reveals that blind students who excel in sports which as swimming and athletics have a positive impact on themselves, especially in the psychological aspect. Confidence, motivation and emotional control are indicators revealed in this study. The self-confidence possessed by students who excel in sports can change their confidence when carrying out their lives. The motivation of students who excel in the field of sports leads to achievement motivation to be able to excel at a higher level. Emotional control is also felt by visually impaired students who excel in sports, and they feel less angry and discouraged when studying and in their surrounding environment. It takes cooperation between schools and parents to be able to support psychological stability, especially self-confidence, motivation and emotional control of visually impaired students so that they can get a good and proper life in their environment. For future research, it is expected to be able to reveal the sports achievements of visually impaired students in various sports in order to reveal the psychological impact broadly based on their respective sports.

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