How To Teach Deaf Students In Elementary Schools?

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INFORMASI ARTIKEL		ABSTRAK
		Tunarungu merupakan gangguan pendengaran yang berbeda dengan siswa normal lainnya sehingga seorang guru harus dapat memberikan pembelajaran yang optimal sehingga tujuan dari penelitian ini memberikan gambaran tentang pembelajaran yang dilakukan oleh guru dalam mendidik siswa. Penggunaan metode penelitian ini adalah metode kualitatif dengan menggunakan instrumen observasi dan wawancara. Analisis teknis data 1) Mengurangi data berarti membuat ringkasan, memilih hal-hal utama, memfokuskan pada hal-hal penting, mencari tema dan pola, membuang apa yang dianggap tidak perlu. 2) Penyajian data diarahkan agar hasil reduksi data tertata, disusun dalam pola hubungan sehingga lebih mudah dipahami 3) Kesimpulan awal yang dikemukakan peneliti masih bersifat sementara dan akan berubah jika ditemukan bukti yang kuat yang mendukung pengumpulan data tahap selanjutnya. Hasil penelitian ini menggambarkan bahwa pembelajaran bagi siswa difabel harus lebih memperhatikan dengan memberikan pandangan dan sentuhan agar mereka tahu bahwa guru mengajak mereka untuk berkomunikasi yang memiliki ekspresi wajah. Tidak terlalu banyak metode yang digunakan dalam pengajaran tetapi pendekatan dilakukan dengan memecahkan masalah dan memberikan contoh konkrit dengan memaksimalkan suara dan ekspresi wajah dalam suara guna melatih pendengaran siswa tunarungu.

ABSTRACT

Deafness is a hearing loss that is different from other normal students so that a teacher must be able to provide optimal learning so that the purpose of this study provides an overview of the learning done by the teacher in teaching students. The use of this research method is a qualitative method using observation and interview instruments. Technical analysis of data 1) Reducing data means making a summary, choosing the main things, focusing on important things, looking for themes and patterns, discarding what is considered unnecessary. 2) Presentation of data is directed so that the results of the reduction data are organized, arranged in a relationship pattern so that it is more easily understood 3) The initial conclusions put forward by researchers are still temporary and will change if strong evidence is found that supports the next stage of data collection. The results of this study illustrate that learning for students with disabilities should pay more attention by giving views and touches so that they know that the teacher invites them to communicate that has a facial expression. Not too many methods are used in teaching but the approach is done by solving problems and providing concrete examples by maximizing voices and facial expressions in a voice in order to train the hearing of deaf students.

INTRODUCTION

Deafness is a hearing loss caused by an illness, accident, or other unknown cause so that the ear organ cannot perform its function properly, thus inhibiting the development in language acquisition (Myklebust, 2007) Students who experience hearing loss are commonly called deaf students (Hallahan , & Kauffman, 1991). Deaf students experience language communication disorders because they lose all or part of their hearing power, but they must have the same rights as normal students in getting an education (Carneya, 2014). Because the first language development is obtained by children through listening, so they are able to distinguish language sounds (Kurniaman, & SB Sismulyasih, 2019).

Deaf children will experience obstacles in accepting lessons because they are not able to listen but their visual role is optimized as a visual language (Adeleke, & Gideon, 2018). Through these experiences, children learn to connect experiences and language symbols obtained through sight and symbols created by the fingers of the teacher, this process is the basis for the development of inner language (Frielink, & Embregts, 2013). This is in accordance with the provisions in UU No. 23 of 2003 concerning the National Education System Article 32 which states that: "Special education (special education is education for students who have difficulty in participating in the learning process due to physical, emotional, mental, social disorders" (Efendi, 2008). obtained can be in the form of segregation schools, integration schools or inclusive schools (Fauziah, & Guslinda, 2019).

Language plays an important role in receiving information that will be given by the teacher, because as a tool in thinking both in the form of ideas, aspirations, as well as inspiration, opinions, and ideas so that students will understand what is wanted by a teacher (Kurniaman, & Noviana, 2016). The role of the teacher for students with special needs plays a very important role in the learning process with high patience (Dewi & Kurniaman, 2019). Teachers' skills in pedagogical competence have been tested by providing learning that can be accepted by deaf students by providing learning that they are able to receive well (Kurniaman, et al, 2018).

Internal factors that influence the understanding of the teacher's role are created by the teacher himself and can be classified into two categories: the teacher's beliefs about the important role and the teacher's expectations for his role (Makovec, 2018). Deaf really need friends to play and socialize with the surrounding environment, they also need to be loved, valued, and given the opportunity to develop themselves. Acceptance of social values for deaf adolescents is a bridge in the development of social maturity because social maturity is one of the conditions that must be possessed by every individual in social adjustment in society (Hu, Wang, & Fei, 2012). This study aims to provide an overview of how to teach teachers to deaf students in primary schools by providing benefits to teachers in teaching.

METHOD

Qualitative research is research about research that is descriptive and tends to use analysis. The process and meaning (subject perspective) are more highlighted in qualitative research. The theoretical foundation is used as a guide so that the focus of research is in accordance with the facts in the field. Besides this theoretical foundation is also useful to provide a general description of the research background and as a material discussion of research results. There is a fundamental difference between the role of the theoretical foundation in quantitative research with qualitative research. In quantitative research, research departs from theory to data and ends in acceptance or rejection of the theory used; whereas in qualitative research the researcher departs from the data, utilizes existing theories as explanatory material, and ends with a "theory" (Kriyantono, 2006). The instruments developed in this study are in accordance with the table presented below.

Table 1. Observation Guidelines for Teachers 'Basic Skills in Managing Deaf Students' Classes

Skill Component Basic Manage Classes	Indicators of Teacher Activity in Learning	Number of Items
Skills related to creating and maintaining optimal learning conditions	Responsiveness; Dividing attention; Concentration of students' attention	12
Skills related to developing optimal learning conditions	Behaviour modification; Use the problem approach; Finding and solving behaviours that cause problems	3

This research data analysis consists of 3 types of activities in qualitative data analysis, namely data reduction, the data model (data presentation), and data verification or concluding (Trianto, 2010). Reducing data means summarizing, choosing key points, focusing on important things, looking for themes and patterns, discarding what is considered unnecessary. In this study, all data obtained when researching teacher skills

in managing classes are accepted but not all of them will be reported in the results of the study. Data is limited according to the problem to be studied.

Data presentation is directed so that the data resulting from the reduction is organized, arranged in a relationship pattern so that it is more easily understood. In this study, the results of the selection and summary of data on teacher skills in managing classroom deaf students in SDLB Kasih Ibu Pekanbaru are arranged according to certain patterns in their order. Presentation of data in a certain pattern will make it easy for researchers to get findings so that they can be used as a basis for concluding.

The initial conclusions put forward by researchers are still temporary and will change if strong evidence is found that supports the next stage of data collection. This process of obtaining evidence is called data verification. In this study, the initial conclusions obtained from the process of selecting observational data of teacher skills in managing classrooms and the presentation of data are supported by strong and consistent evidence when researchers return to the field, the research conclusions become credible. All data that have been obtained will be triangulated data to the principal of SDLB Kasih Ibu Pekanbaru.

RESULT AND DISCUSSION

SDLB Kasih Ibu Pekanbaru is a foundation for the development of Bina Kasih Ibu located on Kartama street, Baitul Muttaqin alley No. 04, Marpoyan Damai District, Pekanbaru City. SDLB Kasih Ibu is a neighbourhood with TKLB, SMPLB and SMALB Kasih Ibu. The geographical boundary of SDLB Kasih Ibu is in the north bordering residential areas, in the east bordering residential areas, in the south bordering vacant land, and in the west bordering residential areas. SDLB Kasih Ibu Pekanbaru is located in a strategic place because it is located in a residential area and Kartama street is a connecting road between Kaharudin Nasution street, Arifin Ahmad street and Adi Sucipto street so that it is easily accessible from anywhere. SDLB Kasih Ibu is led by a school principal named Masteni, S.Pd. The number of the teaching staff at the Bina Kasih Ibu foundation is 16 teachers.

The structure of the Bina Kasih Ibu foundation consists of 3 separate buildings, where 1 building consists of 2 floors. The first building is located near the school entrance gate, consisting of 3 study rooms and one library room. One more building consists of a canteen as well as a school guardhouse and a scout activity room. One other building is U-shaped and consists of 2 floors. The lower floor consists of 4 study rooms, 1 administrative room as well as a computer laboratory, and 2 teacher assembly rooms. While the top floor consists of 1 principal's workspace and 5 study rooms. The total classrooms of the Bina Kasih Ibu foundation are 12 study rooms, of which 7 are used by elementary school students, 3 are used by junior high school students and 2 are used by senior high school students. While supporting facilities such as ceremonial fields, sports fields, and parking lots are used in the middle of the building.

These observations took place at the time the special program of Bina Komunikasi Persepsi Bunyi dan Irama (BKPBI) lasted for 2 hours of learning and 1 hour of literacy lessons at the start of learning. The results of these observations can be described in the following table.

Table 2. Component Observation Data Creating and Maintaining Optimal Learning Conditions

Observation Indicator	Observation Sub Indicators	Description of Activities
a. Responsiveness	1. Look deaf students warmly	At the beginning of learning, the teacher always focuses on looking warmly at deaf students and is attentive to what the deaf student wants to convey
	2. Approaching motion indicates sympathy and attention for deaf students	The teacher tries to approach the student's seat each time he wants to interact with the deaf student and touch the deaf child
	3. Give statements in the form of comments or responses to deaf students and not in the form of threats	The teacher seems to give a 'good' comment when students can understand what the teacher is saying
	4. Give reactions to deaf students who disrupt class	When learning literacy and special B programs, the teacher occasionally reprimands and advises with sign language if there are students who are disturbing class peace
b. Dividing Attention	1. Visual	The teacher always looks at deaf students in the learning process
	2. Verbal	Verbally, the teacher divides attention with sign language accompanied by voice and facial expressions
c. The concentration of students' attention	1. The teacher gives a sign in the form of gestures, facial expressions and attitudes to make the situation calm	When students are noisy and not polite the teacher gives a signal to be polite and calm
	2. Accountability of duties	The teacher asks each student to write on the board the words they don't know the sign language
	3. Direction of assignment	The teacher gives instructions in sign language to read books at the beginning of learning (literacy)
	4. Strengthening	The teacher motivates students to work on the tasks instructed by the teacher
	5. Smoothness	The teacher pays attention to smooth learning and does not disperse the concentration of deaf students
	6. Speed	In the second observation, the teacher seems to pay attention to the tempo and not to rush in the learning process

These observations were made during a special study hour program of Sound and Rhythm Perception Communication. This special program is only for students who are deaf to maximize the remaining hearing capacity and enrich the vocabulary of deaf students. They learn various words whose sign language is unknown, as in Figure 1 below.
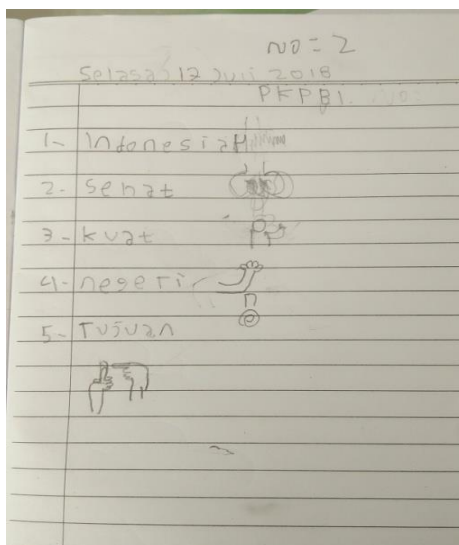
Figure 1. The Handwriting of BKPBI Special Program Students

Indicators of observation of responsiveness have increased, namely fulfilled 4 sub-indicators of observation are looking at deaf students warmly, moving closer, giving comments, and giving reactions to deaf students who disrupt the class. Each interaction with students the teacher looks at students attentively what students want to convey and tries to approach students and make 'good' comments when students can understand what the teacher is saying. Student responses in learning activities must be well documented to provide an overview of individual changes (Carneya, 2013). A teacher should have quality in learning both through the level of education and at the level of training (Katrin, 2019). Learning for deaf students in interacting should approach students by touching deaf children in response to communication. Placement of students with special needs in various types of classes is a kind of grouping according to ability (Myklebust, 2007) but students should not be separated into special classrooms in separate classrooms so that it will damage their academic performance and social development (Baker et al, 1994).

Figure 2. The teacher approaches the students

Figure 3. The teacher touches the students

Observation indicators divide the attention fulfilled by both visually and verbally. The teacher always uses visual and verbal language when giving assignments, explanations and advice to deaf students with expressions and sign language. Learning done in visual language sees deaf students so that they can read lip movements, the difficulty of adaptation of students who have special needs even though they know each other about their characters (Chowdhury & Benson, 2011), but they need a warm outlook in interacting.

The concentration of students' attention is done by using cues, facial expressions and attitudes to encourage students to stay calm. Students' activities in completing assignments are done by the teacher by giving directions to students to write words that are not yet known by students by using sign language on the board. To direct students in their work assignments the teacher can explain using sign language that students can read books as an initial learning activity (literacy). Difficulties of students in learning to count and read are influenced by information processing (Wormald, 2009) which results in learning difficulties so a teacher needs to provide learning that can be digested by children's thinking. Some children may experience dyslexia and experience difficulties in the visual process of students' letters and answers (Berninger & Abbott, 2013; Wormald, Rogers, & Vialle, 2015) as well as numbers and letters that must be more concrete (Alsamiri, 2018) In providing reinforcement the teacher can provide various kinds of motivation that can make students excited in the following learning In the learning process, fluency in the learning process must also be paid attention to by the teacher, because if learning does not go smoothly, the concentration of students will be easily dispersed. also influenced by the teacher's speed in explaining the lesson, the right tempo and not rushing in the learning process will make students deaf easily understand the lessons given.

Figure 4. The Teacher Explains Using Sign Language

The second component is related to teaching skills in developing optimal learning conditions. This component consists of 3 observational indicators, namely the behaviour modification observation indicator, the observation indicator uses a mass solving approach and the observation indicator finds and solves the behaviour that causes problems. The observations are explained in the following table.

Table 3. Observation Data Components for Development of Optimal Learning Conditions

Observation Indicator	Description of Activities
1. Behaviour Modification	The teacher creates creations in learning
2. The teacher creates creations in learning	The teacher uses a problem-solving approach to facilitate the deaf students' assignments
3. Finding and solving behaviour that causes problems	The teacher creates an agreement to overcome disturbances in the classroom

Observation of the component of developing optimal learning conditions is assessed by three indicators, the observation indicator of behaviour modification manifestation of these indicators is the teacher trying to balance the learning atmosphere and trying to make learning fun by the way the teacher creates creations in the learning process so that students are not tense in participating in learning. In the indicators of teacher observation using the problem-solving approach the teacher can provide material to students by the experiences that have been passed by students, by providing material by the experiences of students, students are expected to be able to solve problems in the material provided. In the indicator of finding and solving behaviours that cause problems, the teacher should be able to find and solve behaviours that can cause problems by one of the ways to agree with the teacher and students such as giving penalties and rewards for student behaviour so that disturbances in learning can be overcome.

Figure 5. The Teacher Creates Creation in Learning

Creating learning with creation in students who are blind is providing hands-on experience by demonstrating to students. The teacher also develops learning by using a very simple medium in the form of picture media or letter card media. Teaching methods that use demonstrations to clarify an understanding or to show students how to do something (Jasmini, 2019). The specificity of students with hearing impaired special needs requires teachers to master the communication aspects understood by deaf students, namely sign language. The learning atmosphere of deaf students is very different from normal students in general. They must understand what the teacher explains through sign language, lip movements, and teacher facial expressions. But to still maximize the hearing loss of students who are deaf, the teacher still speaks when explaining the subject matter accompanied by finger and hand movements that form sign language. This was also explained by Haenudin (2013: 131-162) that there were several communication methods taught to deaf students including oral methods, speech methods, manual methods, fingerspelling, aural guidance and total communication.

CONCLUSION

Based on observing the components of creating and choosing optimal learning conditions, the teacher must provide learning by using warm views to deaf students, and approach while signalling sympathy by giving attention by touching. Reaction comments and gifts with the words "good" they are very happy with the teacher's response. The most prominent communication in the classroom management of deaf students is the use of sign language accompanied by lip movements, voice and facial expressions. The teacher maximizes the hearing loss of deaf students by staying sound while explaining the subject matter.

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