

**CHARACTERISTICS CAUSES AND PROBLEMS OF DEAF CHILDREN
WITH SPECIAL NEEDS IN LEARNING**

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Abstract

Children with Special Needs for the Deaf are children who have hearing impairments which make these children need special education services that are different from normal children in general. Her hearing loss hindered her success in processing language information through hearing, whether using or without hearing aids. Therefore, a Deaf Child has very poor language skills, so that usually affects his speaking ability. Apart from not being able to hear, Deaf Children also experience difficulties in speaking/oral language. Usually the oral language spoken by Deaf Children is difficult to understand and has nasal characteristics at the end. Characteristics of Deaf Children certainly differ from one child to another, this depends on the child's personality and also the level of hearing damage experienced by each child can affect the characteristics they have.

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INTRODUCTION

Humans are social creatures who really need communication with others. By using the sense of hearing, humans can communicate well using their

everyday language and understand each other what they want to convey to fellow humans. Because the sense of hearing plays an important role for humans to capture information from their

surroundings, if individuals experience obstacles to their sense of hearing, then the individual will experience barriers to obtaining information. This happens to students who experience hearing impairment, namely Deaf students. In general, children with special needs are children who experience physical and psychological disorders. For example, a child with hearing impairment who has damage to the inner ear will be seen psychologically, usually experiencing intelligence, language development, thinking skills, and slow learning, as well as feelings of inadequacy and so on (Mangunsong-2012).

Barriers experienced by deaf children are caused by damage to the hearing system either partially or completely. Deaf children experience one or more damage to the internal organs of the ear, middle ear, or inner ear which can be caused by prenatal (before birth) such as the mother consuming too many drugs during pregnancy. Christmas (during the birth process) such as the use of a vacuum which can cause damage to the hearing aids, Post Natal (after birth), namely the malfunction of the sound-conducting media. The inhibition of the hearing sense of deaf children affects individuals in obtaining information.

In general, individuals who are deaf have differences with individuals who can hear. The difference is in the physical condition, emotion and characteristics. Deaf individuals in their developmental stages have barriers that affect their socialization to other people, communication processes, reading and language. This is due to the limited hearing function of Deaf children which has an impact on the imperfect reception of language sounds. Imperfectly received language sounds have an impact on the process of understanding sound symbols in receiving information from their surroundings. Therefore, Children with Special Needs (ABK) need special education services to help reduce their limitations in living in society and increase their potential optimally.

In terms of education, Children with Special Needs (ABK) have the same rights as normal children, in accordance with the 1945 Constitution article 31 paragraph 1 and Law Number 20 of 2003 concerning the National Education System chapter IV article 5 paragraph 1 states that, "Every citizen has equal right to obtain quality education. Citizens who have physical, emotional, mental, intellectual or social disabilities have the right to obtain special education. This shows that children who have disabilities, disabilities/have potential abilities of intelligence and special talents also have the right

to get the same opportunities as normal children in education services.

Children are said to have special needs, if there is something lacking or even more in them. ABK requires special education services, so that their potential can develop optimally. The concept of ABK has a broader meaning and scope compared to the concept of special children (Dedy, 2012:23). ABK is a child who requires special treatment because of developmental disorders and abnormalities experienced by children (Desiningrum, 2016: 1). According to (Illahi, 2013: 138) ABK are those who have temporary or permanent special needs so they need more intense educational services. Based on some of these expert opinions, it was concluded that ABK is a child who has strengths and weaknesses both mentally and physically so that they require special treatment in education.

The focus of this research is to explore information about the Characteristics, Causes and Problems of Children with Deaf Special Needs in Learning that are obtained at SLB B – C Dharma Wanita, Jalaksana District, Kuningan Regency. The results of this study are expected to provide information about Deaf children so that further research can be developed regarding the analysis of Problematics and Education Services for Deaf children.

RESEARCH METHOD

This research is a descriptive qualitative research. The subjects in this study were teachers with special needs (deaf-speech) at the BC Dharma Wanita Special School (SLB) and children who are deaf-mute. There are 6 children who are Deaf-Speech in SLB Dharma Wanita. However, only 1 teacher and 1 student were the subject of this study due to time and conditions which made it impossible to collect all data on children and teachers with hearing impairments. The time for carrying out research activities is carried out in November 2022.

Data collection techniques by way of observation, interviews, and documents. The research instrument used was to make questions for interviews related to the Characteristics, Causes and Problems of Deaf Children with Special Needs in Learning. In data collection techniques through interviews, researchers made questions about the Characteristics, Causes and Problems of Deaf Children with Special Needs in Learning.

In qualitative research, the main instrument is the research itself. The main data of this research is in the form of information about the Characteristics, Causes and Problems of Children with Deaf Special Needs in Learning aimed at Teachers and

students. The main data is obtained from the results of interviews, observation sheets, and documents from the teacher. The data obtained from the results of interviews, observations, and documents. Interviews were conducted once, and observations were also carried out once. The observation method used in this study is an active observation method by directly interviewing teachers and students using question sheets.

The interview method is an approach used in analyzing research by way of question and answer while face to face between the interviewer and the respondent/interviewee, with or without using an interview guide.

FINDINGS AND DISCUSSION

Findings

The researcher conducted an interview with one of the students' parents of a child named Thoifah Mansyuroh (9 years). He explained some of the characteristics experienced by his children during the learning process. Are as follows :

- 1) Doesn't look up when called (unless tapped).
- 2) Willingness to learn depends on mood.
- 3) Often ask for breaks while studying in class.

Regarding the characteristics of Deaf children, of course it differs from one child to another. It depends on the personality of the child and also the level of hearing damage experienced by each child can affect the characteristics they have.

The cause of hearing loss or deafness can also occur before the child is born, while the child is being born or after the child is born. As experienced by Thoifah, the cause of her deafness is because it took too long during the birth process, causing hearing loss. Thoifah just started crying after 40 days after being born. In addition, there was one child who experienced hearing impairment when the child was in junior high school. The cause was due to drinking a lot of liquid gasoline which had an impact on his hearing.

Discussion

Education Services of Deaf Children

The need for education belongs to everyone, including children with special needs (ABK). The limitations experienced make children with special needs, especially children who are deaf, need appropriate educational services according to the needs and characteristics of these children. Educational services that facilitate learning for children with hearing impairments are Special Schools (SLB). In the government regulation of the Republic of Indonesia number 72 of 1991 regarding special education, it is explained that,

"Extraordinary education is education that is specifically organized for students with physical and/or mental disabilities."

One of them is SLB BC Dharma Wanita which is located in Jalaksana District, Kuningan Regency. The SLB provides special education services for Deaf and Mentally Impaired children.

Education services at SLB BC Dharma Wanita, namely, Monday - Friday starting at 08.00-10.15. For Monday, Tuesday and Wednesday there is an academic learning schedule. Meanwhile, on Thursday and Friday, a schedule is made for daily habits.

In Special Schools, children with special needs are served and facilitated in terms of learning according to their needs. Like Children with Deaf Special Needs, they will be taught how to communicate by reading lip movements, learn sign language using hand movements (Cued Speech), and learn by using hearing aids (Cochlear Implant).

Learning For Deaf Students

As previously explained, these deaf children have hearing impairments so they need special services and facilities according to their needs. Therefore, in the learning process there are differences from other normal children. As in terms of learning strategies, learning methods and media used in the learning process.

From the results of interviews conducted with one of the parents and teachers at SLB BC Dharma Wanita, there are several learning methods that are applied to children with hearing impairments. Among them using the MMR method (Reflective Maternal Method) which adopts the way mothers teach language to their children. The MMR approach is carried out using lecture methods, demonstrations, assignments and exercises.

In addition, the method used is oral communication (word pronunciation). This is also the main focus that the teacher wants to develop, because oral communication is important when the Deaf ABK has graduated from school and returns to society. In society, it is hoped that these Deaf ABK can be independent and communicate with others. This oral communication learning is implemented in the PKPBI program (Development of Sound and Rhythm Perception Communication).

In learning, all methods can be used effectively. Such as explaining methods, group discussions or giving assignments. This depends on the learning objectives and what material will be provided.

Apart from the method, the media is also very much needed in the learning process. Some of the media used for Deaf children are using Concrete Objects, Number Cards, Counting Operation Cards, Balls, Embossed Letters from Styrofoam and Power Point shows.

Like Thoifah, with this media the teacher can teach cursive letters to her. For writing the letters of the alphabet is good enough. Thoifah can do additions even though the results are only up to 10. Subtraction and multiplication have not been taught, because the teacher wants to focus and maximize Thoifah on addition. Reading can also use KV - KV (Consonant-Vocal-Consonant-Vocal) patterned reading, such as the word "BOOK" and for numbers, Thoifah can already name the numbers 1 to 10.

Meanwhile, communication that is usually done during the learning process is using sign language. We already know that there are 2 types of sign language, namely SIBI sign language and BISINDO sign language. SIBI is a sign language recognized by the government and has the same structure as Indonesian spoken grammar. The grammar is standard so that it seems stiff and there are already book rules. While BISINDO is a sign language that appears naturally in Indonesian culture and is used in everyday life. BISINDO is like a mother tongue and each region has a different BISINDO sign language. The sign language that is often used at SLB BC Dharma Wanita in daily interactions is BISINDO sign language. But when in formal activities such as the Flag Ceremony, you still have to use SIBI sign language.

In language development, playgroups for Deaf children are very influential on their language and speaking skills. Because by hanging out, Deaf children can continue to add to the vocabulary they have from their playmates. Likewise, if a Deaf child doesn't socialize enough, then his sign language skills will automatically decrease because he doesn't get a new sign language. In language development, parents play an important role in providing more services to their children. Even better, if the child gets extra outside such as therapy to continue to be trained in speaking. Because in SLB it is limited and most of them only focus on learning.

Teacher Problems And The Curriculum Used In Learning

In communicating with deaf children, sometimes the teacher experiences some obstacles or difficulties. Among them, if there is a deaf child who has lost his hearing from a young age, but his

parents do not train his language at all. Supposedly, the child is treated from childhood so that at least he knows his mother's language. If there is no input at all from their parents, it will be difficult to communicate.

In addition, sometimes the teacher also has difficulty conveying learning and children do not understand what the teacher conveys. If this happens, then the most effective way that can be done by the teacher is to open the "SIBI KEMENDIKBUD" website. Because, on the website, various kinds of learning videos have been provided. Teachers can also use the Peer Tutor method to overcome these problems in learning.

According to the Class B (Deaf) teacher, the most effective curriculum used for Deaf children is the 2006 KTSP curriculum. Because, if you use the 2013 Curriculum, students are required to be active in learning while Deaf children have limitations and ultimately it is the teacher who must still play an active role in providing learning.

In essence, Deaf children are the same as normal children in general only have limited hearing. However, they still have the same feelings and emotions as other normal children. As a teacher, let alone a teacher for Deaf Children with Special Needs, of course you have a big responsibility. Not only in charge of providing learning to children, but must also be willing to be a good listener for them.

CONCLUSION

Based on the results of the research and discussion, the conclusion of this research is that everyone has the right to get an education. Deaf children who are given the opportunity to learn can certainly have good language and vocabulary development.

By using the MMR (Reflective Maternal Method) teachers can teach counting, reading number symbols, writing and reading. In addition, concrete media can be used in the learning process for Deaf children such as Number Cards or other media.

For the process of language development, the method of oral communication (pronunciation of words) is the main focus to be developed, because it is very important. With this method, it is hoped that Deaf children can be independent and able to communicate with others.

Deaf children have difficulty reading words with affixes and words with complex patterns. Desire to learn in Deaf students also depends on their mood.

In addition to academic learning, children with hearing impairment must also get used to daily habits. Such as Tataboga, Character Formation, making Art Creations, Spirituality, Citizenship

Education (Ceremonial Exercises) and other self-habituations in order to help children to be able to socialize in society.

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