

Teacher's Strategy For Deaf Students In Learning Activities In The Inclusive School: A Preliminary Study

*¹Yasi Rahajeng Anindyajati, ²Gunarhadi, ³Herry Widyastono

*¹Magister of Special Need Education, Sebelas Maret University

^{2,3}Senior Lecturer, Sebelas Maret University, Indonesia

Abstract:- Implementation teacher's strategy for deaf Students In Learning Activities in the inclusive school can work optimally if several aspects are fulfilled. The problems that exist in the implementation of inclusive schools, such as lack of teacher competence about inclusivity schools is one of them. Then with this background, the purpose of this study is to find out the knowledge of general teachers and non special teachers about the teaching strategies of deaf students in learning activities in inclusive schools and to find out the needs of inclusive schools about their learning strategies. Data collection techniques that used at this study is essay tests. And we used descriptive qualitative techniques to analysis this data. The result is the general teacher and non-special teachers at school haven't implemented an appropriate inclusion learning strategy, so that deaf students in the school are less than optimal in their learning activities.

Keywords:- Inclusive School, Learning Strategy, Deaf

Introduction

Inclusion is a word which means including or entering. Olsen (2003) said that inclusion is a terminology that is generally used to educate students both students who have or do not have certain disabilities in a regular class. Now this definition of inclusion is used to initiate the rights of students who have certain disabilities to be educated in an educational environment that is not separate from other learners who do not have certain disabilities. Inclusive schools include vagrant children and workers, students from remote or nomadic populations. Students from ethnic minority, linguistic or cultural groups and students from disadvantaged areas or groups (Tarmansyah, 2007). Inclusion schools accommodate all students regardless of physical, intellectual, social-emotional, linguistic or other conditions. Thus, it should be remembered that an inclusive education or school is not a school for students who have special needs but a school that provides effective services for all (education for all). In other words, inclusive schools are a place where all students can enter, the needs of every student can be met not just tolerated (Watterdal, 2002).

In Indonesia this education applies to all citizens without exception, including children with special needs. This is also stated in Law No. 20/2003 clause 32 concerning National Education System and Permendiknas No. 70/2009, it said that special education is education for students who have difficulty in participating in the learning process due to physical, emotional, mental and social disabilities, or have special intelligence and talent potential.

Schools that implement inclusive education must have readiness in all factors both in terms of educator, curriculum, access and infrastructure as a supporting the implementation of inclusive education properly. Although there are many definitions that say inclusive education is intended for all students including special needs students with adaptation methods, teaching materials including services provided according to their needs in learning activities, but there are still many deficiency that occur in inclusive schools that enable students with special needs not get services that their needs so that learning activities in class not optimal yet. Hodkinson said that the term

inclusion was placed only as a cover using the principle of equality (2011). The number of physical or non-physical access has not been fulfilled as there are still many schools that feel unprepared of accepting students with special needs because educators who have less knowledge about inclusiveness, lack of human resources of special assistant teachers or if they are not from special / exceptional education graduates, the media and the learning activities, ways of delivering the materials that are less appropriate so that this learning activity cannot be delivered optimally.

The problems that exist in the implementation of inclusive schools according to a research journal from Tarnoto (2011) in terms of: 1) Lack of special teacher competence, 2) lack of parents' concern for handling special childrend, 3) lack of regular student knowledge of special children, 4) Not ready yet schools with inclusive school programs both in terms of administration and human resources.

According to Candra (2015) the problem of implementing inclusive schools is the lack of teacher competence, limited facilities and infrastructure in inclusive schools, the need for collaboration from experts (psychologists, special assistant teachers, and therapies), and low parental awareness of students with special needs. Especially in this study for deaf students.

According to Haenudin, (2013) deaf children have limitations in aspects of their speech and language, due to the relationship between language and speech with hearing acuity, so they have difficulty interpreting figurative and abstract words.

General teachers and special teachers in inclusive schools should have knowledge about special education, so that they are able to teach and assist students with special needs, especially deaf students. However, the problem at this time is that many teachers in inclusive schools do not yet know how to teach deaf students or even inclusive schools to accept special teachers who are not from the Special Education or non-PLB major in their schools because they lack of teaching staff. Then with this background, the purpose of this study is to find out the knowledge of general teachers and non special teachers about the teaching strategies of deaf students in learning activities in inclusive schools and to find out the needs of inclusive schools about their learning strategies.

Method

Data collection techniques that used at this stage is essay tests. It's given to general teachers and non special teacher which contained questions about learning strategies in inclusive school environments with deaf students in them. Indicators and question points used at this stage are based on the Standard Operating Procedures (POS) for the Implementation of Inclusive Education in 2018 Primary Schools. Data analysis techniques at this research stage that used is descriptive qualitative. According to Bodgan and Taylor (Moleong, 2011) defining qualitative methods is a research procedure that produces descriptive data in the form of written or verbal from people and observable behavior.

Table 1 Essay instrument that given to class / general teachers and special teachers about learning activities carried out in inclusive classes.

No.	Questions	Answers
1.	Do the teachers make plans for learning programs that adapt to deaf students in class?	
2.	What is the difference between the contents of the learning plan program that is made when there is and there aren't deaf students in class?	
3.	Do the non- special teacher specifically make individual learning programs (ILP) for their special students?	
4.	Do the teachers modify the learning material according to the ability of each individual deaf student?	

5.	How is the communication between regular teachers and non-special teacher in order to create optimal learning activities in inclusive classes?	
6.	What are the steps which taken by non-special teacher to minimize the obstacles of deaf students in receiving material in learning activities?	
7.	What learning methods do teachers use in learning in inclusive classes?	
8.	What are the learning media used by teachers to support and optimize learning activities in inclusive classes?	
9.	How do teachers set up an inclusive class if there are deaf students in it?	
10.	Where should the non-special teachers be when the learning activities take place?	
11.	How is the seating formation of students who support learning activities in inclusive classes to run optimally?	
12.	Does the teacher reduce the learning target for certain material that is not possible to be mastered by deaf students?	
13.	How should the teacher communicate with deaf students in inclusive classes?	
14.	Does the teacher give tolerate different time and place of learning for deaf students who need it, when participating in learning?	
15.	How should teachers act in dealing with differences between regular children and deaf in inclusive classes?	
16.	What did the regular teachers and non special teachers do when deaf students provide progress in learning activities?	
17.	How do teachers communicate with deaf students in class? By verbal, sign language or both?	
18.	Does the teacher suggest regular students learn sign language to support communication and social interaction of deaf students with their peers?	
19.	What are the types of learning evaluation that have been made by regular teachers and non- special teachers for deaf students?	
20.	When does the teacher did the evaluation of learning?	

Result

These down below are the summary the answers to the essays that have been done.

A. Types of Learning Plan that Prepared by the Teacher

In the school A and B general teachers make regular learning program plans and are not adapted to deaf students. There are no differences between learning program planning that are made when there are deaf students or not. But in school B non-special teachers make individual learning programs for deaf students, while non-special teacher in school A have not applied individual learning programs to their children yet.

B. Learning Methods Used by teachers

The types of learning methods used in school A and school B are classical, the teacher convey the theory

with the lecture method, but there is a difference that is if deaf learners are less able to attend class learning, there is a separate inclusion room where students can participate in learning individually, whereas in school A there is no inclusion room prepared for this, so learning activities continues in the classroom with non-special teachers. Both in schools A and B when in the class, learning and convey the theory remains in the hands of general teachers and non-special teachers direct if deaf students have difficulty in receiving material from class teachers. Steps that taken by general teachers and special teachers in school A and in school B to minimize the obstacles of deaf learners in receive the theory in learning activities is providing it in the form of pictures in textbooks that are intended for students

C. Media that Used by Teachers

The learning media used by class teachers and non-PLB accompanying teachers in school A are simple drawing media. Whereas in school B it has been a little varied namely using images that are on a flash card. However, class teachers and non-special teachers in both schools lack the use of other varied visual media such as PPT with interesting learning videos. This is because in School A there is not yet an adequate projector, but this should not be used as an excuse, the teacher can use the laptop only and use it to make PPT with learning videos and use it alternately, for example the class is divided into several groups and students can see and respond alternately.

D. Class Settings In Inclusive school

The teacher does not make class arrangements at School A, classes are equated as usual with or without deaf students. Whereas in School B non-special teachers and deaf students are more often in the inclusion room, when in regular classes their seating settings remain the same as classical in general. The teacher should balance between learning in class together with hearing students and only if deaf learners have difficulty in some learning material or deaf students with other obstacles, for example double disability then he is transferred to an inclusion room where he can learn individually, because the actual delivery of material remains the responsibility of the class teacher, and deaf students will more often interact with their peers in class.

If there are accompanying teachers who are in the inclusion class then they should place themselves beside deaf students, not in front of the students and blocking their eyesight of the board. For this principle, both schools have implemented this. This is important because deaf students optimize their visual abilities, so it is better for the non-special teacher not to obstruct their views when the class teacher delivers the learning material.

Seating formations in inclusive schools where deaf students can be in any shape, but letter O formations or the like are not recommended, where the teacher's lip movements, facial expressions and

gestures cannot be seen by all students in the class, especially those who are deaf.

E. Types Of Teaching Strategy And Material

Both general teachers and non-special teachers at School A have not modified the learning material according to the abilities of each individual. While the general teacher and non-special teacher in school B have been partially familiar with the material modification to their students.

Some of them at School B have also lowered learning targets for certain materials in case students cannot master them. However, general teachers and non-special teachers at School A have not implemented a reduction in learning targets. Even though this is very important, because it is useless if the students keep their learning targets equated with the regular students, then the learning achievement will not be optimal, and the teacher merely conveys the spent learning material.

Neither the general teacher and the non-special teacher in School B and School A have mastered sign language to support learning if there are deaf students in their inclusive class. Submission verbally which until now they are used in communication. We recommend that they learn basic / basic Indonesian sign language (bisindo), so that learning can run better.

The granting of different time and place of learning tolerance to deaf students who need to attend new learning is carried out at school B only, at School A, new teachers provide time tolerance when deaf students have difficulty digesting material verbally. But a special learning place is not yet available.

Regular teachers and non-special teachers in both schools leveled their students both those who heard and deaf. This is well done so that deaf students feel support from their teacher because of the same treatment from their teachers.

If deaf students provide progress in learning activities, both general teachers and non-special teachers are required to give appreciation. There is no need for items but the teacher can said 'good job' and gives thumbs up are good rewards for

students, especially the deaf. Both teachers at the School B school and School A have carried out this principle.

F. Form of Learning Evaluation

The form of learning evaluation made by non-special teacher and general teachers on deaf students in School A is in the form of daily tests, midterm and final exam. Likewise, non-special teacher n general teacher at School B also conducted learning evaluations in the form of daily tests, midterm and final exam. But coupled with a pre test to find out the initial abilities of deaf students. This can be done by School B because there are psychologists on their inclusion team. So that the evaluation can run better than in school A.

Conclusion

Based on the results of the essays that have been given, it can be concluded that the class / general teacher and non-special teachers at School A have not implemented an appropriate inclusion learning strategy, so that deaf students in the school are less than optimal in their learning activities. While the class / general teacher and non-special teacher at School B, a small number understand the learning strategies that should be done for deaf students in the inclusive class. This is what underlies the guidelines book for teacher in further research that will be made.

References

1. Haenudin. 2013. Pendidikan Anak Berkebutuhan Khusus Tunarungu. Jakarta Timur: Luxima Metro Media.
2. Hodkinson, Alan. 2011. Inclusion: a defining definition?. Power and Education, Vol 3 (2) <http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/11/Permen-No.-70-2009-tentang-pendidian-inklusif-memiliki-kelainan-kecerdasan.pdf>
3. Kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.
4. Moleong, Lexy J. 2011. Metodologi Penelitian Kualitatif. Edisi Revisi. Bandung: Remaja Rosdakarya.

5. Olsen, R., Clarke, H. 2003. Parenting And Disability: Disabled Parents' Experience of Raising Children. Great Britain: British Library
6. Tarmansyah. 2007. Inklusi Pendidikan Untuk Semua. Jakarta: Depdiknas
7. Tarnoto, Nissa. 2011. Permasalahan-Permasalahan yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusi Pada Tingkat SD. Humanitas, Vol 13 (1).
8. Watterdal, T. 2002. Inclusive Education in Indonesia. Jakarta: Braillo Norway.