

Scouting Education Program for Children with Hearing Impairment in Special School

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Abstract: Based on the problem of children with hearing impairment in accessing information and communication, the purpose of this study is to describe difficulties experienced by special education teachers when teaching basic scouting skills in hearing impairment. The descriptive research uses a four-point Likert scale questionnaire as an instrument. The results of preliminary studies of 16 special education teachers who teach at special schools in Malang area showed that more than 60% of special education teachers admitted that they still have difficulties to provide full training for children with hearing impairment.

1 INTRODUCTION

The government policy to improve the quality of education of children with special needs with hearing impairment (deaf), ranging from basic to secondary education, is not only focus on facilities, infrastructure, and school operational costs, but also pay attention on the qualifications of educators serving in educational institutions of children with special needs (read: orthopedagog). It is required some qualifications to be a special education teacher in Special School (SLB) such as pedagogical, professional, personality and social competence. In other words, a formal special education teacher must has a relevant diploma and be able to understand the characteristics of students, have a tenacious attitude, tough, creative, able to communicate socially and independently.

The high qualification of requirements for teachers of children with special needs is closely related to the condition and characteristics of learners with hearing loss. As known, the effects of hearing loss are not able to capture the various stimuli through the sense of hearing (Somantri, 2006). Hearing loss may occur in one or more outer, central, and inner ear organs. The condition is caused by illness, accident, or other reasons that are not known so that the organ cannot perform its function properly (Efendi, 2006). Due to limited ability to hear can affect the ability to communicate because of limited vocabulary owned. Based on these conditions, empirically, deaf children

look stupid, indifferent, non-communicative, and difficulty adapting

Considering the negative effects of deafness, the education experts argue to maximize the students' potential development start from an early age in the school. All the time should be directed and used to develop their language and communication skills. With good communication skills, it is hoped that they will be able to unlock their limitations in the field of language and communication. Their existence will be known when they can prove their ability to think through self-actualization, both through oral expression (speech) and language writing (writing). Cruickshank (1980) assumes that one's intellectual development is determined by his experience, especially language experience. Essentially, the language can be used to accept the concepts of science systematically. In this case, the role of educators is to be a mediator, so that, they can develop the students' capacities through the ability to transfer the message of knowledge conveyed to them. In the larger scale, they can contribute to the formation of national character or things that become the collective identity of the nation.

Along with the concern submitted by the Minister of Education and Culture of the Republic of Indonesia about the decreases of moral education and character among learners in various levels of education. These conditions must be necessarily paid attention for all parties including the deaf educators. Although the deviations or delinquency of deaf students is never published, it does not mean that the area is "sterile"

problem of acts of irregularities and violence committed among the deaf students. So, the preventive effort through moral education and character should be scheduled programmatically. For example, the brawl that involves normal students at elementary level happened in Makassar, South Sulawesi because it was triggered by the love triangle among them (Cipto, 2017), or sexual harassment by elementary school students in Bogor as a result of frequent pornographic films (Yamananda, 2018) and other similar cases such as drug abuse, alcoholism, violence in schools, culture of corruption, and others do not necessarily encourage deaf children to do the same thing.

The means for character education in exceptional schools for the deaf as in other public schools have existed for a long time, namely religious instruction and scouting education. The scouting education is less attention than other types of self-development such as sports, arts, and other functional skills. So, there is a big question that is very dilemmatic, "Is current scouting education still relevant to be taught to students?". Of course, the answer is still relevant. Indeed, today the presence of scout education has a very important position in the midst of individualistic community life tendencies, decreased caring among people, and lack of social awareness. Scouting education can help equip young people to re-explore the values of humanity and unity needed in the millennial generation era

The urgency of scouting educational for learners at each level of education has been established in Permendikbud (Policy of the Ministry of Culture and Education). 81A / 2013, in chapter VI, stated "... in the Curriculum 2013, scouting education is defined as a mandatory extracurricular activity from elementary school (SD / MI) to high school (SMA). The implementation can work with local Scouting organizations or nearby ". At the level of technical permendikbud No 81A / 2013 in its implementation at some level and type of formal education in Special School, no indication has not run effectively. The causes are by limited resources of schools, the portion of time-sharing and technical implementation due to the density of the school's core curriculum, strategies, and instructional media are less supportive to the smoothness of scouting education programs in schools.

Whatever obstacles faced by the school, scouting education programs for children with hearing impairment in special schools should be well implemented. Through the scout education program, hearing impaired children have the opportunity to practice social and personal skills, so that, they can be

more independent to help themselves and able to participate actively in the development of the nation.

Some efforts to instil basic scouting material in children with hearing impairment are not an easy job. It is closely related to the limitations of deaf children to understand the concept or the events around them that might be possible of misunderstanding. Conditions experienced by children with hearing impairment are different from normal children when understanding the events in the environment. Normal children in understanding the concept or events around it do not have difficulty. They can use vision, hearing and other sensory help to get to know comprehensively the event (Razalli and Yusuf, 2017). For children who already know the symbol or the symbol of the sound of the language, when seeing and hearing the sound, they can directly associate into a series of meaningful words or sentences (Efendi, 2017a). The experience of normal children is difficult to imitate by deaf children. All events that have been recorded through visual perception are like silent movie shows. Therefore, in every lesson for children with hearing impairment, the accurate use of media by considering the characteristics of deaf children as "visual children" will have an effect on: (1) increasing the attractiveness of learners, (2) creativity of learners, (3) stimulation and improvement of learners' responses in learning, (4) improving learners' motivation, and (5) providing a good and accurate visualization experience.

2 METHOD

This study aims to describe the difficulties of special education teachers in implementing an accurate scouting education program for children with hearing impairment. For this purpose, the design that is relevant to the characteristics of this study is quantitative descriptive research.

Respondents who become the sources of data from this study are consist of 16 special education teachers who have two years' experience on scouting education for deaf children in Special School in Malang area. For this research, the respondent taking is done purposively.

Subsequently, the respondents are given a list of questions in writing. Closed questions have been provided the answers, while for open questions, respondents can answer by the vision and understanding. Questionnaires that have been collected by the set time limit of 16 pieces. Further questionnaires are analysed Statistic Package for the social sciences. Some reasons from the questionnaire

are not analysed in this study: (1) Not writing the requested identity, (2) The answer given is not complete.

3 RESULT AND DISCUSSION

Table 1: Recapitulation of teacher difficulties to teach scouting education for deaf children.

No	Description activity	f	Max	%
1	Preparation teaching	270	384	70.31
2	Difficulties of core activity	564	896	62.46
3	Difficulties of evaluation of results	197	256	67.57
4	The urgency of instructional media	197	256	79.96

To implement a scout education program on a deaf child is not an easy thing because in learning for children with hearing impairment, in addition to pay attention to the substance of the trained material must also consider the effects of the primary disorders experienced by them. Learn how to describe the variety of difficulties faced by special education teachers in implementing scouting education programs for deaf children at the Special School at elementary level, the following data are presented in Table 1.

Based on table 1. Research analysis of preparation scouting training activities is about 70.31% of special education teachers or instructors have conducted activities that are commonly implemented in pre-learning activities. This activity is as a way to check the readiness of children with hearing impairment to follow the scout training activities. Aspects assessed in the activity include: the examination of the activity, checking the completeness of the tools to be used, the readiness of each student to follow the training activities, take a story or just ask questions in advance related to the theme or topic of material to be taught on the training, explaining the purpose or competence of each material to be trained, and explaining the range of training materials to be taught or trained.

Checking the readiness of learning in pre-learning that is very important as a prerequisite for the creation of a conducive learning situation is the creation of an entire person's condition so that it made ready to respond in a certain way to a situation (Slameto, 2010). Readiness in the student's self-capacity and relationship with specific teaching objectives (Hamalik, 2003). The readiness of the student's condition to learn affects the readiness of students in the process of acceptance of learning and perception

students to quickly respond to the stimulation provided teachers. Readiness, in this case, is ready readiness in a physical, psychological and material sense (Djamarah, 2002).

From the previous research results, it is known that students have good learning readiness shows good learning achievement (Mulyani, 2013). The success or failure of students in following the lessons in school is influenced by the following factors: (1) factors from within students such as general basic skills, talents, interests, motivation, and learning behaviour, (2) factors that come from outside students such as environment physical, facilities and infrastructure, social environment, family environment, community environment, and school environment (Djaali, 2013).

The readiness of learning for deaf children is necessary to accommodate all the messages of knowledge conveyed to them. However, the problem is that the hearing impairment experienced by the child's efforts to understand the message of knowledge in a deaf child is not an easy task; it is solely related to the hearing impairment of the deaf to accurately understand the concept or event. It is this empirical fact that perhaps triggers the intensity of special education teachers' difficulties during interactions with deaf children in the scouting practice. Quantitatively identified about 62.46% of special education teachers admitted to still experiencing various obstacles when conducting scouting training activities in children with hearing impairment. Aspects of difficulty include: enabling deaf students to extract information from any trained topics / themes, enabling deaf students to use accurate media and learning resources according to Scout training materials, using appropriate learning methods in accordance with the needs of training materials learned, creating effective communication between students or teacher-students in scout training, familiarize students with reading and writing problems through specific tasks, enabling deaf students in discussions to generate new ideas, bringing the soul of competition to improve learning achievement, encouraging students to able to think and act fearlessly, to guide deaf students to make reports (oral / written) about events learned, guide students to present their work individually or in groups, cultivate pride and confidence, or feedback on the student's success, providing an opportunity to re-evaluate the ability to absorb material that students learn, using correct and standard Indonesian language in communication with the hearing impaired.

The constraints experienced by special education teachers when interacting with deaf children are

based on the empirical fact that hearing impaired children have limitations in sound or sound perception, the impact is the impediment of language development and speech to deaf children. As a result of the limitation of speech and communication skills in extreme conditions, deaf children who are not educated look like a fool, indifferent, not communicative, and difficulty adapting (Efendi, 2017b).

Starting from that thinking, important things to consider in order to maximize the potential development of children with hearing impairment include: (1) early child start to school all the time directed and used to develop language and communication skills, (2) development of good communication skill at children with hearing impairment, it is hoped that they will be able to open up the isolation of their limitations in the field of languages and communications (Efendi, 2017a). Because of the bigger goals, the main target of education for children with hearing impairment is the same as other normal children, that is, to create skilled, intelligent, faithful, pious, noble, independent, creative learners to become a democratic and responsible citizen.

The last activity, before ending learning activities there are some related activities that should be done by teachers, including: make conclusions or summaries on each material / theme taught, inform the program activities that have been implemented and level achievement, inform the action plan activities continue with what has been learned or trained, providing insight into the material you have learned to apply in your daily life. Associated with the final session of learning, it turns out 67.57% of special education teachers admitted experiencing difficulties. This condition occurs, originating from the same cause as before.

Theoretically, under any circumstance, ideally a specialized teacher of professional education in the context of learning, in addition to having the ability to make informed decisions in organizing learning, also can implement and evaluate learning (Burden and Byrd, 2007). More specifically, the professionalism of teachers is reflected in: their ability: (1): plan what should be prepared in the learning process, (2) create situations, lead, stimulate, move and direct learning activities according to plan, (3) the learning process based on established criteria, both on the aspect of activity activeness and product qualification (Makmun, 2003).

Recognizing the difficulties experienced by special education teachers when interacting accurately with deaf children in the learning process,

they recognize the importance of fiscal learning media aid that can be used as a bridge for the interaction between teachers with students and among the deaf students. For that reason, 76.98% of respondents think that there is a need for alternative media that is feasible to help of difficulties special education teachers on scouting education, easy to access by deaf students based on ICT, and able to improve communication of special education teachers with deaf children, or among fellow children deaf.

Starting from the learners who became the target in this research is still in the category of concrete Operational. Then the use of 2D and 3D images in one multimedia format when implemented properly can certainly have a positive effect. Jusoh & Majid (2017) concluded the results of his research, The application of PECS successfully stimulates utterance among the students. This study is expected to enhance communication and social interaction development of children. Research on the use of similar media about the prototype of the pictorial book has contributed to improving deaf children's understanding of nature and its surroundings, especially, through the ability to read and understand the meaning of language, the ability to write and understand the meaning of language, as well as a functional knowledge of the language (Efendi, 2017b). The findings show that text with pictures can help to improve reading comprehension for students with hearing impairment (Razalli and Thomas, 2018), the scientific approach of image media in learning to read the understanding of procedure text succeeded in improving the learning result of deaf students (Hastuti and Muhari, 2017).

Whenever 2D and 3D media are elaborated into the format of pop up augmented reality book was able to increase the autistic student appreciation on objects introduced to him (Nazaruddin and Efendi, 2018). The indicator can be seen from the increased interest in design, the duration of observation, exploration of curiosity, and mastery of message content, communication when observing objects or things introduced to them. Undoubtedly, the proper use of multimedia in every learning has a positive impact on the quality of learning, the indication as seen from the increase in motivation, enthusiasm, and understanding of learners. The effect of learning outcomes of learners has increased both individually and in groups (Rusmiyati, Nurkamto and Haryanto, 2014), will stimulate thoughts, feelings, concerns, and wishes of students to encourage the learning process more interactive and communicative and can enhance students' learning experiences become more concrete (Atmawarni, 2016). In general,

Implementation of Multimedia as a Learning Media on Subnetting Materials Case In IPv4 in the trial of learning). The use of the right interactive multimedia, using interactive multimedia as the messaging media program showed good results and can help the learning process of students (Purwanto and Riadi, 2013).

4 CONCLUSIONS

The limitations of deaf children to receive voice access can have an impact on the limitations of special education teachers to teach their knowledge and skills fully and accurately. On that basis more than 60% of special education teachers who have taught basic scouting skills in children with hearing impairment in special schools in elementary level admitted still often have difficulty to deliver the material as a whole. Considering these conditions, they recognize the need for a learning media that is compatible with Information Technology and can be a bridge of teacher-student interaction and communication or among deaf students, so that, learning and communication interactions with hearing impaired children is more effective.

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