

Learning Methods Based on Deaf Children's Learning Styles

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ABSTRACT

ARTICLE INFO

Article history:
 Received
 20 December 2023
 Revised
 15 January 2024
 Accepted
 20 January 2024

The problems taken from this research are how learning methods based on learning styles of deaf children at Sekolah Luar Biasa Wijayakusumah Bekasi, to what extent are learning style methods used by deaf students and what difficulties arise when deaf students have different learning styles. The purpose of this study is to describe learning methods that can develop the learning styles of deaf children. The method used in this article is a qualitative method. From the results of the learning process obtained by deaf students at school, students are able to achieve quite good academic learning outcomes. This makes deaf students able to equalize their abilities with other normal children.

Kata Kunci

Learning Methods, Learning Styles, Deaf Children

INTRODUCTION

The progress of a nation is seen from the success of its education. The success of education can be achieved by a nation if it has efforts to improve the quality of education of the nation itself. Sekolah Luar Biasa (SLB) is a place to provide education for students with special needs, one of which is deaf children or children who have problems with their sense of hearing.

Learning methods are ways of teaching that can be used in every subject (Chu et al., 2020; Wan Yunus et al., 2021). Learning methods are also a form of implementation of learning strategies used to achieve the learning objectives themselves. Therefore, learning resources with this learning method must be in accordance with the strategy used (Kolb, 2014; Sinaga et al., 2021). The role of methods in the learning process is very influential for the achievement of learning objectives, so that teachers of deaf children must explore more about learning methods that are suitable for deaf children themselves.

In every student's success in achieving success in learning, it is greatly influenced by certain factors. Among these factors, one of which is learning style. In the world of education, students who have a well-organized learning style will get satisfactory grades. And vice versa. However, each student has a learning style that is certainly different from other students (Anita, 2002; Shannon & Bylsma, 2007). Among these differences, it can be one of the uniqueness of each student.

The learning style of deaf students is certainly different from other normal students, being an outstanding student must be the dream of every schoolchild (Sumantri M.S & Rachmadtullah, 2016). The achievements obtained must of course be based on the ability to knowledge possessed by each student. We can see in the current development of education that the psychological role is very influential in increasing a person to become an outstanding student, one of which is learning style.

Based on the results of observations that have been made with a teacher at SLB Wijaya Kusumah Bekasi Regency, which was revealed to the researcher. That Wijaya Kusumah Special School in Bekasi Regency has 9 students with disabilities from grade 1 to grade 1. The research subject to be studied by researchers is the learning style of deaf children at SLB Wijaya Kusumah, Bekasi Regency. The researcher chose the subject because the researcher wanted to know more about the learning styles of deaf children (Burton, 1952; Silberman, 2007).

Based on the background above, there are several problems that are expressed. In order to avoid widespread discussion later, so that this problem is only focused on Learning Methods based on Deaf Students' Learning Styles at Wijaya Kusumah Special School, Bekasi Regency. As for the sub-focus of researchers in this study are Learning Methods, Learning Styles; Deaf students. Based on the identification of research problems above, the focus of the research problem can be formulated, How are learning methods based on learning styles in deaf students?

There are still many difficulties and mistakes made in learning methods based on deaf children because teachers must provide lessons using sign language in order to communicate and also not all children in the class can use sign language. It shows that students at Wijaya Kusumah SLB school in Bekasi Regency experience difficulties and errors in learning styles using sign language because some of them cannot understand sign language learning styles.

Students' lack of understanding of the concept is an important problem that must be overcome, because concept understanding is an initial learning skill that students must master in learning. In an understanding of the concept, students not only understand the concept, students must also be able to use sign language in order to communicate with teachers, peers at school, parents, and in the surrounding environment. This is one of the causes of the difficulty of teaching sign language because not all children understand in class, even though the teacher has tried very hard to nurture these deaf children so patiently and also painstakingly to be easily understood by students.

Learning style is a relatively stable characteristic, cognitive, affective, and psychomotor behavior of a person and these characteristics are divided into three types, namely visual, auditorial, and kinesthetic according to DePorter & Hernacki (wahyuni 2017). Furthermore, sriyanhi (2018) revealed that visual learning style is a learning style that tends to focus on the use of vision (visual) functions. Students who have a visual learning style think more through images and learn faster by using visual displays, diagrams, pictures and videos. While students who have an auditorial learning style, utilize more of the sense of hearing to facilitate the learning process.

RESEARCH METHODE

This research uses qualitative research with an analytical descriptive approach. According to Moleong (2017), the purpose of qualitative research is to understand the phenomena experienced by the subject through verbal and language descriptions using various methods. The subjects involved in this study were 9 deaf students. The selection of student subjects uses purposive sampling technique, because the subjects needed have the attributes and characteristics needed in this study are students with mild to severe hearing loss, students do not have intelligence disorders, students do not have mental disorders, and students are able to communicate with sign language but not all. This research was conducted at SLB Wijaya Kusumah, Bekasi Regency in the 2022/2023 school year.

After determining the student's learning style, the researcher gave an understanding test, namely interpreting giving examples, classifying, summarizing, concluding, comparing and explaining. Furthermore, to confirm students' answers in understanding concepts, researchers conducted observations and interviews. So that the learning style test instrument, comprehension test instrument, observation guidelines and interview guidelines for teachers.

RESULT AND DISCUSSION

Based on the results of observations and interviews, researchers obtained results related to learning methods based on the learning styles of deaf children in SLB Wiyaja Kusumah, researchers observed how students learned in the classroom and various responses that arose over learning interactions took place, the students appeared a change in behavior that was quite prominent because of the presence of researchers.

Deaf students are indeed different in the learning process in the classroom, from what researchers see from students in the field, students' learning styles can be seen from several aspects, namely:

1. Emotional Factors

In the learning process, motivation plays an important role in learning. In the learning process, a person is influenced by emotional aspects as one of the preparations for learning such as motivation, perseverance, and responsibility. A person will succeed in learning if he has the desire to learn (Sudirman, 1986: 40). Students have high motivation in learning, and that motivation has arisen from within themselves, but surely from several parties also play a role in fostering the motivation that students already have, such as parents and teachers.

2. Environmental Factors

The environment can affect a student's concentration in learning. In addition, deaf students must also feel in a room with sufficient temperature, not too cold and not too hot (Somad & Hermawati, 1995: 105). The desired environment for deaf students to be motivated is a classroom environment that is conducive in physical and psychological terms. In terms of physical is as described above, while psychologically is the creation of a learning environment that supports and or encourages deaf students to always want to learn.

3. Actors

This social factor is where the need for other people to help especially in learning rights. Basically, deaf children prefer to learn alone rather than with their friends because the basic nature Social Fof deaf children is to have egocentrism which has a lack of self-confidence due to the deafness they experience.

We researchers can conclude that deaf students must really look and pay attention when the teacher is explaining to read lips and see what the teacher is saying. If the deaf student does not do this, then the student will not understand what the teacher is saying. However, what researchers see in the field, that students only see gestures are able to capture the meaning of people who invite to talk.

From the results of the learning process obtained by deaf students at school, students are able to achieve quite good academic learning outcomes, besides that students are also able to have some skills outside of their academics such as drawing, sewing, sports, etc. This makes deaf students able to achieve

good academic results. This makes deaf students able to equalize their abilities with other normal children.

CONCLUSION

From this research it can be concluded that Deaf children are children who have hearing loss so it is difficult to communicate with the surrounding environment. By using sign language more or less can only communicate and interact but not all can use sign language. Therefore, teachers must be able to use sign language to easily communicate in the classroom so that students can learn in an optimal way between teachers and deaf students.

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