SOCIAL INTERACTION CAPABILITIES AND ADJUSTMENTS OF CHILDREN WITH SPECIAL NEEDS TYPES OF DEAF

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SOCIAL INTERACTION CAPABILITIES AND ADJUSTMENTS OF CHILDREN WITH SPECIAL NEEDS TYPES OF DEAF

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Abstract. Deafness is the inability a person to catch sound or sound properly because there is a significant disturbance in hearing. The method used in this study is a descriptive method with a qualitative approach. The subject in this study was one deaf student at PAUD Nurus Sibyan. Sources of data and types of data used by researchers are words, actions, and supporting documents. Data collection techniques used in-depth interviews, observations/observations, field notes and the use of documents. Analysis and interpretation of data using domain analysis, obtained from interviews or descriptive observations. This study aims to find out more deeply about the description of the ability of social interaction and adjustment in deaf children, so that they can interact socially well and are able to adjust to their friends in non-inclusive general PAUD or Special Schools (SLB) in 3 ways. namely interaction with cues, interaction with gestures, and interaction with verbal.

Keywords: social interaction, adjustment, and deafness.

INTRODUCTION

Based on 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 the same right to obtain quality schools. Residents with physical, enthusiastic, mental, scientific or social disabilities are eligible for the special curriculum. (Linda and Muliasari 2021). Education for all (Education for All) declares that every child, including children with special needs (ABK) has the same right to receive training in ordinary schools. This opens a valuable opportunity for them to concentrate together with those who do not have special needs (Supena, Jaya, and Paramita 2018). Children with Special Needs (ABK) have various types, one of which is deaf.

Hidayat and Suherman's research examined the Mathematical Communication Ability of Deaf Students in Mathematics Learning at SMPLB-B PKK Lampung Province. The results showed that students felt more comfortable getting learning using communication through gesture-based speech techniques, verbal strategies (speech), and composing, but getting ideas and numerical abilities of deaf students was still quite low. (Hidayat and Suherman 2016). Alysha Paxia Susilo's Research on Understanding Communication Adjustment for Deaf Children in Inclusive Schools. The results showed that deaf children prefer to withdraw from school, tend to set boundaries, ignore the school environment, make friends only with the deaf and their tutors, and try to find close friends who understand and help themselves in adjusting to an inclusive school environment (Susilo 2017).

Various obstacles have been put forward by experts regarding hearing loss, hearing loss is someone who has a hearing loss that hinders the passage of language data through hearing, either using an amplifier or not using a portable hearing aid. (Mustika and Pertiwi 2018). Deaf children are children who experience a need or lose the ability to hear because of disturbances in their sense of hearing (S.R. and Susetyo 2016).

Abdurrachman revealed that there are several causes of hearing damage, namely: 1) materna rubella (measles); 2) heredity; 3) there are complications in the womb and premature birth; 4) meningitis (inflammation of the brain); and 5) accident/trauma or illness. Then Abdurrachman reiterated that there are several consequences caused by hearing loss, namely: 1) perceptual disorders, 2) speech disorders, 3) communication disorders, 4) cognitive disorders, 5) social disorders, 6) emotional disorders, 7) educational problems. , 8) intellectual disorders, and 9) vocational disorders (Rahmawati, Aziz, and Idawati 2020).

Because of hearing loss, deaf children are very dependent on various other senses that are still functioning properly, especially their sense of sight in receiving data or messages. (S.R. and Susetyo 2016). Children with hearing loss are children who experience hearing impairment, either very long or temporary. This is due to hearing loss, so in relation to this problem, the victim also has problems speaking and communicating (Khoiriyah and Rodliyah 2015).

If this condition is left unchecked, there will be more and more deaf people who do not get their rights, both the right to obtain education and the right to freely communicate in order to adapt to their environment. With all its limitations, deaf people still have the same developmental tasks as other normal people, namely to carry out social interactions and adapt to the environment, starting from the family, peers, study friends, to their new environment. The existence of the task of adjusting to the social environment requires greater effort for the deaf, the deafness causes various problems from its limitations related to social relations in the surrounding environment (Fazria 2016).

Relationships that occur between humans exist because of the intensive interaction carried out. Social interaction is an absolute thing for humans in living their lives, including children with special needs (Arisandi, Aprilia, and Meiyani 2016). Soekanto argues that social relations are dynamic social relations which include relations between humans, between human associations and between humans and human associations. Walgito added that social interactions lead to reciprocal relationships (Arisandi, Aprilia, and Meiyani 2016).

Reciprocal relationships in social interactions bring two significant impacts, namely positive impacts and negative impacts. Good reciprocal relationships will make it easier and help someone to adjust to their environment. Adjustment is a cycle that combines mental and behavioral reactions, in which people try to have choices to effectively conquer their internal needs, tensions, conflicts, and disappointments that they experience, so that the level of harmony or harmony between the demands that are in themselves with what is expected where a person lives (Khairunnisa, Somad, and Sunardi 2019). The ability of a person's social interaction will determine how well he is able to adapt to his environment or not.

In everyday life, communicating and adapting to the general environment is something unique and vital for everyone considering the fact that in the public arena, people need to blend in. In interacting and adjusting not only depends on the singular ability to speak, but there are certain principles that must be adhered to so that what is discussed or planned can be felt by others (Zetira, Sismiati, and Hidayat 2014).

Low self-adjustment will cause difficulties for children in socializing at school (Rafikayati, Badiah, and Soedarmadji 2018). Hurlock stated that the impact of the failure of self-adjustment included the formation of (1) irresponsible attitudes; (2) aggressive attitude; (3) feelings of worry without cause; (4) anxious when away from familiar places; (5) feelings of giving up easily; (6) often fantasize; (7) regress to a previous level of behavior in order to be liked and noticed by friends; (8) Using ego defense mechanisms (Rafikayati, Badiah, and Soedarmadji 2018).

Departing from the problems above, the researcher raised the title Social Interaction Ability and Self-Adjustment of the Deaf ABK as a way to inform the wider community that the Deaf ABK have the same rights in education, adjustment to the environment, and interaction.

RESEARCH METHOD

The method used in this study is a descriptive method with a qualitative approach, namely research that aims to uncover problems and answer problems that appear today. (Ridwan and Koestini 2019). The subject in this study was one deaf student at PAUD Nurus Sibyan. Sources of data and types of data used by researchers are words, actions, and supporting documents. According to Lofland, the main sources of information in qualitative research are words, activities, and the rest are additional information such as notes and others. Meanwhile, the types of information are divided into words, activities, compiled sources of information, photos, and statistics (Moleong 2019).

Data collection techniques used in-depth interviews, observations/observations, field notes and the use of documents. Analysis and interpretation of data using domain analysis, obtained from interviews or descriptive observations. Domain analysis is carried out on information obtained from members' perceptions or stunning perceptions in field notes, explaining perceptions means directing a careful perception of something. (Moleong 2019).

However, for the data analysis stage, the researcher used three stages, consisting of data reduction activities, data display, and drawing and verifying conclusions (Ali and Maemonah 2021). This study aims to find out more deeply about the description of the ability of social interaction and adjustment in deaf children, so that they can interact socially well and are able to adjust to friends in general non-inclusive PAUD or Special Schools (SLB).

RESULT AND ANALYSIS

1.1. Subject Introduction

The subject in this study was a deaf child named Farizah Habibatul Azwa (FHA) at Nurus Sibyan PAUD, Banjarmadu Village, Paranggeneng District, Lamongan. Now the child has stepped on the third grade at MI Al Muhlisin. Based on the results of interviews with parents, that FHA was born prematurely with a weight of 1.5 kg. The period of self-talk / babbling / babling in children usually occurs at the age of 6-7 months, but the babling period in FHA occurs at the age of 1-2 years, at the age of 6-7 months he maximizes hand movements.

Babling stage, after the child knows how to make sounds through crying, the child begins to babble (babling stage). The sounds that have emerged until now, which are 7 to 10 months old, are sounds that can be separated between vowels and consonants, but no solids have yet recognized their meaning. At 7 to 10 months of age, a child's babbling develops as he begins to pronounce syllables and imitate, for example, saying 'bababa' or 'mamama'. This is known as the canonical stage. It is interesting that hearing babies quickly start babbling cononical syllables, while hard of hearing children who are also in the babbling stage cannot articulate these canonical sounds (Zubaidah 2003). Another opinion says, babling, in a period of more than 3 weeks, when the child feels hungry or awkward, he will make a crying sound. Not at all the same as before, a given cry can be recognized from the child's desire or sensation (Kurniati 2017).

The first detection was at the age of 1 year and 8 months, the parents did speech and occupational therapy at the regional hospital for up to 7 months. based on the results of the therapy that was carried out during that time that the child had speech delays, so that at the age of 2 years 2 months the parents brought the child to do a Hearing Test, namely Brainstem Evoked Response Audiometry (BERA) is an assessment to evaluate the capacity of the VIII nerve and the auditory pathway. in the brain stem. Try to record the electrical potentials delivered by the cochlear cells as they travel from the inner ear to specific nuclei in the mind stem. The assessment is completed using terminals connected to the scalp or eyebrows and a mastoid cycle or earmuffs (Novastuti and Wiyadi 2016).

From the results of the tests conducted, it is known that FHA is deaf, namely the right ear is 60 decibels and the left ear is 90 decibels, with the normal human average being 20-25 decibels. Moores defines deafness into two groups, namely the first deaf (deaf) with a degree of loss at a level of 70 dB or more so that they are unable to understand other people's speech through their hearing without hearing aids. Second, hard of hearing individuals with hearing loss of 35 dB to 69 dB so that they have difficulty understanding other people's speech through their hearing or without hearing aids (Kurniawati, Wijiastuti, and Yuliyati 2020).

From the large decibels that interfered with FHA's hearing, with all the efforts made by parents starting from medical actions, herbal medicines, checking with the doctor and followed up with therapy, in the end, FHA was 3 years old using a Hearing Aid (ABD) in the right ear, namely ABD oticon. To maximize FHA hearing, at the age of 5 years, parents tried again for ABD Coclea Implant type Cp 802 in the left ear. Because basically people who are deaf can still be pursued with technology, although they cannot recover completely, they can still optimize their remaining hearing with the help of technology.

1.2. Social Interaction Ability in children with hearing impairment (FHA)

Based on the results of in-depth interviews conducted by researchers with parents and teachers of PAUD FHA, namely in helping their social interaction skills, children are always involved/followed all series of activities of their parents, both in the family, community and general environment. As a concrete example, the subject is invited to participate in community organization activities, housewife meetings, friendship by shaking hands/salim, parents are invited to teach on campus, introduce the names of family members, friends' names and others by mentioning repeatedly, and mentioning their own names. when starting to interact with new people.

At first, when interacting with family members, especially parents, when the subject wants something, he often shows aggressive actions, such as slamming doors and throwing things he is holding or beside, showing unstable emotions and doing destructive actions but not hurting himself. When the subject shows a tantrum, the attitude taken by the parents is silence to keep the condition stable. However, after the child's tantrum condition subsided, the parents approached, embraced, and gave him understanding, because basically this type of deaf child with special needs must understand a lot of things, both events and objects they see.

In supporting their social interaction skills, parents use three ways, namely interaction with gestures, interaction with gestures, and interaction with verbal.

1. Interaction with body cues and gestures. Through the eyes of deaf children understanding communication or spoken language, in addition to seeing the development and appearance of the interlocutor, the eyes of deaf children are also used to examine the lips of the person who is speaking (Bolang, Rate, and Mastutie 2015). From the age of 1-7 years, with the help of the therapist, parents teach interaction to the subject with signs combined with interaction through body gestures.

The response received by the subject was extraordinary, so that in certain situations he was able to create his own gestures beyond the expectations of his parents and the therapist, such as when he wanted to eat the subject patted his stomach, indicating that it was wrong by crossing his arms, wanting to ride a bicycle indicated by pedaling his hands, wanting to sleeps with a “shhhhhhh” finger placed in his mouth. Other things that the subject was able to achieve were naming animals with gestures, such as snakes, fish, elephants, horses, and chickens, naming fruits such as pineapples, bananas, apples, watermelons, and oranges, and expressing feelings with facial expressions such as sweet, sour and bitter.

Based on the results of in-depth interviews, FHA was unable to hear when called from the side and behind, he was not able to hear well, but when called from the front, the subject was able to respond well because he saw the lips and body gestures of the person calling him. Lewis revealed that "…deaf children will be better at coding visual information than verbal information". Lewis's expression can be interpreted that deaf children (have the capacity) are greater in interpreting visual data than verbal data. Therefore, children who are hard of hearing are often referred to as human beings (S.R. and Susetyo 2016).

2. Verbal interaction. Verbal interaction is carried out by parents when the child is 5 years old. Verbal interaction begins with increasing the child's vocabulary about the objects around him. In adding new vocabulary, parents and teachers have their own way to invite children to recite the words in question, namely when the child's condition is relaxed or relaxed and while playing.

With its shortcomings, the subject has advantages beyond the expectations of his parents, teachers, and therapists. Subjects have extraordinary memories, such as being able to memorize car serial numbers, remember places, remember roads well, and remember someone's face and name. When interacting with their peers in general PAUD, because the therapist's suggestion was to send the subject to public schooling, not inclusion or special education, the subject was able to interact very well. He always welcomes his friends and even new people he knows, blends in very quickly, and shows his identity like saying his name, so that so far there is no difficulty in the subject in terms of social interaction skills.

1.3. Ability to adjust to children with hearing impairment (FHA)

The process of self-adjustment in a person is closely related to the social interactions that are made, both in the family environment, school environment, and community environment. Good social interaction will accelerate the process of perfect adjustment, not much different from those who are deaf.

Based on the results of interviews conducted with parents and teachers, with his limitations, he was able to adapt very well. Both in the family and school environment, the subject is known as a cheerful child, not quiet. It can also be seen when carrying out games and learning activities. During the game, FHA very quickly adjusts to his peers, blends in to play together, and communicates well. In adapting to the school environment, the subject receives assistance from the teacher with the aim that while playing the teacher repeats new vocabulary in the hope of being able to enrich the FHA vocabulary.

Not only children adapt to their environment, but the teacher also adapts to see the needs of the subject. Adaptation while studying, the teacher designs learning tools specifically for FHA, such as picture cards. Subjects have low focus when presented with small picture cards, for that the teacher makes large picture cards to help during the learning process and in this way the absorption and focus of the subject increases. When entering the core activities related to student worksheets, the teacher face to face accompanies the subject until the core activities are completed. This is done not only to spoil the subject, but with the hope that the subject can capture the material with the same capacity as other students.

The ability of social interaction and adjustment of children with hearing impairment must be fully supported by parents, families and teachers. When normal children are taught to be independent, children with special needs with hearing impairment must understand a lot to recognize various objects in front of them. When normal children should not be accompanied to go to the bathroom in order to increase the child's independence, the children with special needs with hearing impairment are the opposite. The ability to socialize and adapt to the type of Deaf ABK in a way that is understood has yielded very significant results. Children are able to interact well and quickly in adapting to their new environment.

CONCLUSION

In supporting their social interaction skills, the first step taken by parents is to understand the child and facilitate children with ABD (Hearing Aids) according to their hearing needs. At the same time, parents use three ways, namely interaction with gestures, interaction with gestures, and interaction with verbal. This method is not only applied in the family environment, but also in neighbors, the community, and the school environment. Introducing children to the wider community will help children to always appear confident.

Adjustment while studying, the teacher designs learning tools specifically for FHA, such as picture cards, the subject has low focus when presented with small picture cards, for that the teacher makes large picture cards to help during the learning process and in this way the power the absorption and focus of the subject has increased. This is done not only to spoil the subject, but with the hope that the subject can capture the material with the same capacity as other students.

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