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Using of Speech Trainer in the Learning Guidance of Children with the Deaf in SLB Pancaran Iman

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Abstract

Every citizen has the same right to obtain education. This opportunity also includes the Deaf. Deaf are those who lose hearing where a person cannot perceive various stimuli through the sense of hearing. Due to a lack of hearing, Deaf children need special tutoring methods. This study reveals the use of one of the methods referred to as the Speech Trainer method. This research is a qualitative descriptive field research to reveal the technique of using Speech Trainer in Guidance for Deaf Children at SLB Pancaran Iman. The results showed that the use of the Speech Trainer as a tool was deliberately designed for deaf people with a high level of sensitivity. The presence of a speech trainer is assisted by animations that demonstrate the movement of breathing and pronunciation exercises. The animation movement is repeated according to the will of the deaf child. To control the words or sentences produced, use a voice recognition that can judge whether or not the sound produced by a child with hearing impairment is correct. With the use of the Speech Trainer, the deaf students are helped in the communication process of their tutoring.

Keywords: Deaf, Learning Guidance, Speech Trainer

Introduction

The problem of education cannot be separated from human development and the progress of society. Education is a process of increasing human resources and efforts to improve people's lives.

The education referred to is also related to the diversity of physical and mental conditions that affect their ability to attend education. In addition, to a group of children who are believed to have the potential for intelligence and special talents that require different educational handling from children who are relatively normal. Handling or educational services provided to them must be pursued with the potential for intelligence and special talents to be realized and develop optimally.

Children with disabilities, although in small numbers, have the same right to obtain education in order to increase knowledge, abilities and skills which are at least equivalent to elementary school graduates. Education for children with disabilities is managed by special schools that are gender-adjusted. Special Education aims to help students with physical and mental disorders to be able to develop their abilities.

Children with special needs, children who experience physical, mental, intelligence, and emotional disorders, thus requiring special learning guidance. Including those who have the potential for intelligence and special talents that require different educational handling from relatively normal children. There are several kinds of Children with Special Needs (ABK), including: Blind, deaf, speech impaired, mentally retarded, learning difficulties, hyperactivity, autism and gifted children.

Of the many children with special needs, one of them is deaf. Deafness is a person's hearing loss which can be divided into two categories: first, deaf, those whose sense of hearing is damaged at a severe level so that hearing is hampered. And second, low of hearing, those whose sense of hearing is damaged but still functions well with or without the use of hearing aids.

According to Mangunsong (1998), the deaf are those whose hearing is not functioning, thus requiring extraordinary educational services. Meanwhile, according to Murni Winarsih (2017), deafness is someone who experiences a lack or loss of hearing ability either partially or completely caused by the malfunction of part or all of the hearing device, so that the child cannot use his hearing device in everyday life.

This has an effect on the difficulty of capturing incoming information for sufferers added to the disclosure of language to convey what is desired.

Children with hearing impairment are classified into five levels, namely: first, very light (light) with 25 dB-40 dB. Second, light (mild) with 41 dB-55 dB. Third, moderate (moderate) with 56 dB-70 dB. Fourth, heavy (severe) with 71 dB-90dB, and fifth, very heavy (profound) with 91 dB-more.

Hearing limitations experienced by the deaf are one of the big problems they experience in living a life full of information and technology, because as a result of their deafness they find it difficult to develop language skills to communicate effectively and creatively. One of them is the sense of hearing cannot be fully utilized, so this is an obstacle in developing personality, intelligence and appearance as a social creature.

Thus, the tutoring process will not run well if there is no reciprocity or educative communication between teachers and students. Sometimes in the tutoring process there is a communication failure, namely the tutoring material delivered by the teacher cannot be accepted by students optimally, meaning that not all subjects can be understood well by students, even worse, sometimes students are recipients of messages, misunderstood the content of the material so that what students understood deviated far from what the teacher said.

The method in a series of tutoring systems plays a very important role. The tutoring method refers to a method used by teachers to implement plans that have been prepared in the form of real or practical activities to achieve the objectives of tutoring.

The tutoring technique is a path, tool or media used by educators to be able to direct the activities of students in achieving the desired or achieved goals and the technique is implementable. Tutoring technique is a trait that students do to understand the tutoring material so as to get optimal results. Teachers can use a variety of techniques. In using the same method, different techniques can be used.

The existence of ABK as people with disabilities requires special education and related services. This is in accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 15 concerning special education which states that "Special education is education for students with special needs or students who have extraordinary intelligence which is held inclusively or in the form of special education units at the primary and secondary levels. This article is a breakthrough in the form of educational services for students with special needs.

Segregated education is an education system for children with special needs that is separate from the education system for normal children, thus placing children with special needs separately from their peers. One form of segregative education is the Special School (SLB).

The inability to hear and speak in deaf children is a characteristic that makes it different from normal children. As a result of this disability, deaf children have difficulty learning language to communicate. Although deaf children have abnormalities in their hearing system, they have the ability to communicate or understand things like normal children with different methods or ways.

Among the existing schools for deaf children, one of them is SLB Pancaran Iman Bandung, which is located on Jalan Golf, Bandung. The number of students is 6 people. The tutoring method uses BKPBI and Speech Trainer.

This study aims to determine the tutoring techniques applied to children with special needs for hearing impairment in SLB Pancaran Iman, and to determine the use of speech trainers.

Theoretical Review

Children with Special Needs (ABK) as children who experience physical, mental, intelligence, and emotional disorders so that they require special learning guidance. In addition, children with special needs who have learning disorders or unwillingness, as well as children who are classified as gifted, require services that are in accordance with their needs.

The term ABK refers to children with learning disabilities, which makes it more difficult to access lessons than most children their age. In the process of tutoring students with special needs require special facilities and services, so that the purpose of a tutoring is achieved.

The deaf are part of the special needs children who lose hearing and cause a person to be unable to catch various stimuli, especially through the sense of hearing. A person's hearing loss can be divided into two categories, among others as follows: First, deaf, those whose sense of hearing is damaged at a severe level so that hearing is

obstructed. Second, low of hearing, those whose sense of hearing is damaged but still functions with or without the use of hearing aids.

Causes of hearing loss (deafness) can occur before birth. According to Sardjono (1997) that the factors that cause deafness can be divided into: First, factors before the child is born (prenatal), including: Hereditary factors of chickenpox, measles (rubella, gueman measles), the occurrence of texoemia (blood poisoning), the use of pilkina or drugs. large amounts of medication, lack of oxygen, hearing loss from birth.

Second, the factors when the child was born (natal). Third, the Rhesus (Rh) factor of mothers and similar children, including: Children born prematurely, children born using forceps and the birth process taking too long.

Fourth, factors after birth (post natal), including: infection, meningitis, hereditary perceptive deafness, chronic otitis media, and infection of the respiratory organs.

There are several characteristics of deaf children including: First, the physical aspect: The way of walking is stiff and slightly bent due to problems with the balance organ in the ear; His breathing is short and irregular; The way he looks at it is a bit violent.

Second, the language aspect: Not a lot of vocabulary; Difficulty interpreting words that contain expressions or idiomatic; The grammar is not regular.

Third, intellectual aspect: Intellectual ability is normal. Basically deaf children do not experience problems in terms of intellectual; His academic development was slow due to language limitations.

Fourth, the socio-emotional aspect: Often feel suspicious and prejudiced. Attitudes like this occur due to abnormalities in hearing function; Often be aggressive.

The inhibition of language skills experienced by deaf children has implications for their special needs to develop language with special methods, which are basic potentials, in order to be developed through special education and special facilities according to their needs.

Methods

The type of research used in this research is field research which is descriptive qualitative. So the purpose of this study is to describe the implementation of the tutoring method used in deaf students at SLB Pancaran Iman, especially regarding the use of Sepeech Training. Data collection techniques used are observation, interviews, and documentation.

Discussion

SLB Pancaran Iman which is located at Jalan Golf III No. 57 sub-district of Cinambo, sub-district of Cisaranten wetan. This school has been established since 2008 with its own building. In this school, apart from having deaf children, there are also other special needs children, such as children with autism and mental retardation. The total number of students registered at this school is 57 students but there are around 35 active students, and for the deaf children themselves there are 6 people, namely class 2 totaling 2 people, class 3 totaling 1 person, class 4 totaling 2 people and large class (SMA Class 1) consists of 1 person.



Figure 1. Photo with Deaf ABK Teachers

For the interviewees, namely the teacher who handles deaf children, namely Mrs. Tiwi, she is currently studying for a master's degree at UPI, the Department of Special Education, and her bachelor's degree is a specialist for the deaf. The second is Ibu Sri, she is a mentally retarded specialist, but in 2019 she taught deaf children to replace Tiwi who moved, and now both are teaching deaf children.

The class schedule was used before the Covid-19 pandemic, each student had a face-to-face class from 07.30 to 11.00 WIB. However, during the Covid-19 pandemic, schools for more than 1 year have implemented an online system. Each teacher conducts

door to door tutoring at homes, because there are 6 deaf students and 2 teachers, so there are no obstacles in implementing door to door tutoring.

In addition to conducting door-to-door tutoring, teachers also carry out tutoring using electronic media, such as zoom. So, parents will take assignments or tutoring materials at school, and later at home they will carry out online tutoring.

When the Pancaran Iman SLB School, it can carry out face-to-face tutoring, while still adhering to health protocols and with tutoring time for 1 hour. The tutoring technique for deaf children at SLB Pancaran Iman is a service provided by PKPBI (Development of Communication Perception of Sound and Rhythm), namely the extent to which they recognize the sound that occurs, both long sounds and short sounds that usually use whistles, flutes, harmonica, and so on. etc. In addition, using the Speac Trainer, which is a device that is intentionally designed for deaf people with a high level of sensitivity, so the teacher and students use the airphone and they talk, and there after trying it, the sound is very clear and there is a vibration from the sound.

BKPBI tutoring

Learning Development of Sound and Rhythm Perception Communication Development (BKPBI) is a program at Pancaran Iman Special School regarding the assessment process to obtain an overview of students' performance in detecting and understanding sounds. BKPBI is a special program that aims to make students' residual hearing sensitivity and students' feelings of vibration more trained to understand the meaning of various sounds, especially language sounds which greatly determine success in communicating with their environment using ABM or without ABM.

In the Development of Sound and Rhythm Perception Communications, the goal is to educate deaf children to live as much as possible in the world of sound or sound, so that sound is a part of their life, to cultivate a habit of perceiving sound in their senses, so that they do not become human beings who rely on themselves on sound. visual only or visual.

Thus, the purpose of BKPBI is: First, Enriching the emotional life of deaf children so that they become more “rich” and colorful because they can appreciate the rhythm, accent and tempo. Second, refine and control their motor skills, so that their body movements and voice are more controlled. Third, improve their speech and

reading skills, by training children to be able to observe their own voices with the help of AB, so that their speech skills can be better. Fourth, their language development is also growing. Fifth, all the goals or benefits of the BKPBI mentioned above will automatically add one benefit, namely that deaf children will be able to communicate with fellow humans and their courage and self-confidence will also develop.

The scope of BKPBI material can be summarized in stages, starting from the appreciation of sounds that are the most primitive in nature to sounds as symbols of the language with the highest value. In implementing the BKPBI program, they include: First, background sounds, Second, the nature of sounds. Third, create sound. Fourth, identify the source of the sound. Fifth, the direction of sound. Sixth, rhythm. Seventh, the bar movement. Eighth, basic movements, and nine, getting to know the types of musical instruments

BKPBI learning guidance at SLB Pancaran Iman at the sound stage is oriented so that students are able to recognize that the sounds or sounds that students hear have meaning in life. The material for the BKPBI tutoring program at the sound identification stage is knowing everyday words that people hear in general. At the learning guidance stage, the sound identification stage, students are expected to be able to:

1. Recognizing sound as a signal that is heard directly
2. Recite the sound of an object as a signal
3. Move when you hear sound as a signal
4. Shows the written sound of objects as a signal
5. Plays the sound source when hearing the sound as a signal
6. Play a role when you hear the sound of objects as a signal

Every organizer of an educational program at SLB Pancaran Iman has a curriculum that is used as a plan in the implementation of tutoring. The curriculum used by teachers in the BKPBI tutoring program is the revised 2013 curriculum. In practice, the teacher does not modify the curriculum or develop the curriculum because the curriculum used already uses the 2013 special education curriculum.

Before carrying out a planning tutoring activity at SLB Pancaran Iman. In the activities of the BKPBI tutoring program, the things that are planned are related to the preparation of teachers before tutoring and administration used before the implementation of the BKPBI tutoring program. The preparations made by the teacher before the BKPBI tutoring in the new school year are the teachers see the BKPBI program from each grade level, and see the results of the assessment at the beginning of the school year, as well as the academic assessment of the special program in order to find out the BKPBI tutoring material that will be given so that it can formulate the objectives of the implementation. According to the initial abilities of students. The teacher also makes administration before conducting tutoring activities. The administration of tutoring made by the teacher is the Guidance Implementation Plan (RPP).

The learning media used at BKPBI are musical instruments such as violin, piano, flute and so on. Usually participants will know the short length of the sound based on the vibrations they feel, because they have problems in hearing. There are also students who do not hear at all, whether there is a very large sound and so on, they do not feel anything.

Speech Trainer

Speech trainer at SLB Pancaran Iman is used as a tool to train children with hearing sensory impairments to speak. Speech trainer from amplifier, headphone and microphone. The point is to provide individual speaking practice. For those who still have enough hearing left, it will help the formation of speech. For those whose hearing is a little, will help in the formation of sound and rhythm.



Figure 2: Speech Trainer Tool



Figure 3: Using the Speech Trainer Tool

The way to use this speech trainer is to use both headphones, both students and teachers. The teacher will provide material or stimulation to students through the sound produced. When researchers tried to use this tool, the sound became very clear and focused on the sound produced.

Some of the third problems using speech trainers at SLB Pancaran Iman, namely: First, the tutoring needs to be repeated several times until the child really understands how to read, write and know the items, because this hearing-impaired child has problems with his hearing, so he has little vocabulary. Second, when oral guidance (talking) is started to learn to make sounds, they need a lot of energy because they don't need to imitate. If children generally they hear and they imitate, but because the deaf can't hear, so they can't imitate what they hear. The deaf child looks at the lips of the interlocutor. To make their voices requires a lot of energy. If they seem lazy in oral tutoring (talking), because a lot of energy is needed.

Third, after getting used to going to school bravely and at home, children become reluctant to go to school on the grounds that their clothes are too small and so on, so that the handling of the teachers is immediately picked up at their home. Fourth, In addition, during school the challenging problem is that children often use their main cellphones, so the solution to the problem is that parents consult their teachers to solve this problem, and usually special schedules are made, and parents are asked to manage their children's time, when it's time to study, the main cell phone. , play and so on.

There are several solutions developed at BKPBI at SLB Pancaran Iman. First, enriching the emotions of deaf children to become more "rich" and colorful because they

can appreciate the rhythm, accent and tempo. Second, refine and control their motor skills, so that their body movements and voice are more controlled. Third, improve their speech and reading skills, by training children to be able to observe their own voices with the help of AB, so that their speech skills can get better. Fourth, their language development is also growing. Fifth, develop the ability of deaf children to be able to communicate with fellow humans and develop their courage and self-confidence.

To support this solution, the scope of BKPBI material at the Pancaran Iman Special School is arranged in stages, starting from the appreciation of sounds that are the most primitive in nature to sounds as symbols of language which have the highest value. sound. Third, create sound. Fourth, identify the source of the sound. Fifth, the direction of sound. Sixth, rhythm. Seventh, the bar movement. Eighth, basic movements, and nine, recognize the types of musical instruments.

The proponent of the development of the PKPBI above is used by the Speac Trainer, which is a tool that is deliberately designed for deaf people with a high level of sensitivity. The presence of a speech trainer and mirror is supported by animations that demonstrate the movement of breathing and pronunciation exercises. The animation movement is repeated according to the will of the deaf child. To control the words or sentences that are produced, you can use a voice recognition that can judge whether or not the sound produced by a deaf child is correct.

Conclusion

From the discussion above, it appears that the tutoring developed at SLB Pancaran Iman shows the management's efforts to provide the best service to deaf students, according to the resources they have. Learning guidance services provided to deaf children through PKPBI (Development of Sound and Rhythm Perception Communication), namely the extent to which they recognize the sounds that occur, both long sounds and short sounds. Good use of whistles, flutes, harmonica and so on. In addition, using the Speac Trainer, which is a device that is intentionally designed for deaf people with a high level of sensitivity, so teachers and students use airphones and they talk, the voice is very clear and there are vibrations from the sound.

The use of Speac Trainer, as a tool that is deliberately designed for deaf people with a high level of sensitivity. The presence of a speech trainer and mirror is

accompanied by animations that demonstrate the movements of breathing and pronunciation exercises. The animation movement is repeated according to the will of the deaf child. To control the words or sentences that are produced, use a voice detection (voice recognition) that can judge whether or not the sound produced by a deaf child is true.

From this research, it is hoped that the development of tutoring for deaf ABK can be inspired by its development. At the same time, various obstacles and innovated solutions can further simplify the learning process for the deaf.

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