

Increasing Skills and Social Interaction of Deaf People at the Makassar 1 State Special School

Fitri Yanty Muchtar^{1*}, Muhammad Rusdi², Nurul Inayah Anis Kamah³,
Syamsuriyanti⁴

¹Universitas Muhammadiyah Makassar

Jalan Sultan Alauddin 259, Makassar 90222, Indonesia

²Universitas Muhammadiyah Makassar

Jalan Sultan Alauddin 259, Makassar 90222, Indonesia

³Universitas Muhammadiyah Makassar

Jalan Sultan Alauddin 259, Makassar 90222, Indonesia

⁴Universitas Muhammadiyah Makassar

Jalan Sultan Alauddin 259, Makassar 90222, Indonesia

Corresponding author: fitriyantymuchtar@unismuh.ac.id

ABSTRACT. Deafness is one of the children with disabilities, namely those who lose their hearing power. Due to hearing loss, deaf students have difficulty communicating and socializing and referring to the problems faced by deaf children in the development of their communication and skills. This community partnership program aims to improve the ability to interact with deaf children in the surrounding community, introduce types of home industries that are easy to make and materials that are easy to obtain, organize handicrafts doing training through sewing techniques, and present the role of technology in marketing handicrafts. It will be carried out in the form of handicraft doing training (home industry). The learning model used is inclusive education with modeling techniques. The stages of education and training activities for deaf people include the preparation stage, the implementation stage, the stabilization stage, evaluation, and closure. Participants in this service activity are students with hearing impairment at the junior and senior high school levels. This training was held at SLB Negeri 1 Kota Makassar. The outputs of this PKM activity included: Increased social interaction skills and HR skills. They were increasing the application of science and technology in SLB Negeri 1 Makassar City. Improvement of community values (education, economy, social, art, security, and peace). The mentoring program can be carried out well and run smoothly following the activity plan that has been prepared, although not all mentoring participants have mastered the material presented. This activity received a very good response as evidenced by the activeness of the participants following the mentoring by not leaving the place before the training time ended.

Keywords: Deaf, interaction social, skills, economy.

1. INTRODUCTION

Deafness is one of the children with disabilities, namely those who lose their hearing power. Due to hearing loss, deaf students have difficulty communicating and socializing. In Sadja'ah, various impacts caused by hearing impairment can affect several things: 1). Auditive problems; 2). Language and communication problems; 3). Intellectual and cognitive issues; 4). Educational problems; 5). Social problem; 6). Emotional problems; and 7). Vocational problem [1].

Referring to the problems faced by deaf children in language development and communication, education experts and practitioners pay serious attention to developing national communication media, namely by creating a sign system that can accommodate communication interests among deaf

children. According to Rusyani, she explained that in 1982, the Special Education Working Group (KKPLB) of the Center for Curriculum Development and Educational Facilities, the Research and Development Agency of the Ministry of Education and Culture designed a communication application guide that uses various communication media so that interactions can occur in the form of communication that is understood by communicators and communicants. This mode of communication is called Total Communication (Komtal). In 1990, KKPLB gave birth to the Indonesian Sign Language dictionary (Isyando), which then underwent a significant improvement and changed its name to the Indonesian Language Signaling System or better known as the abbreviation SIBI[2]. Unfortunately, this signal system communication is only understood by deaf children and deaf teaching teachers in Special

Schools (SLB) scattered throughout Indonesia. According to Irianto, the mingling of deaf children with normal people in the community greatly affects personality development, including feelings of shame, lack of confidence, reduced self-esteem, increased levels of suspicion, and excessive jealousy, feeling unfairly treated, often alienated by family and society. Egocentric, impulsive, suggestable, and tend to have depressive feelings[3].

A deficiency in the sense of hearing and the absence of compensatory (substitute) education will cause a child with hearing impairment to be unable to actively participate in social interactions. This is following the opinion. According to Soekanto, social interaction will not be possible if it does not meet two conditions: (1) social contact; and (2) communication. 4. Meanwhile, the ability to hear well is one of the main conditions for social contact and communication[4]. The problems we found in the field were as follows: 1) The lack of self-confidence that deaf children have, so it is still difficult to communicate with other parties. 2) Knowledge of the use of sewing machines for deaf students is minimal. 3) Deaf students still have difficulty making stitch patterns on paper properly. 4) There are individualists in the class. 5) Lack of knowledge about production management, marketing, finance

The conditions experienced by people with hearing impairment and the college community's participation to help solve problems faced by deaf people in the environment where they live are needed given the weak 'bargaining' position of society towards the conditions experienced by people with hearing impairment. Developing the attitudes, skills, and knowledge of this deaf child needs guidance to live independently in the community. Education directed at skills for children's life independence in the future is vocational or life skills. Life skills education is a skill. This is consistent with what is stated in the Special Education Curriculum that learning for deaf children and the academic field is also directed at life skills or skills. One of the skills in the SMPLB-SMALB curriculum is sewing.

Sewing skills are one type of skill that can be given to deaf children in learning at school because skills are a means of developing the physical abilities of deaf students. This is in line with Kurniasih's opinion. The learning of skills for people with disabilities is directed at re-functioning and developing the physical, mental, and social abilities of people with disabilities to correctly carry out their social functions according to their talents, abilities, and experience[5]. with Alfiah's opinion According to literally, sewing is one of the life skill programs for students to have skills that support creating jobs independently.[6]. In this sewing skill, good coordination between hands and eyes are needed, and

intelligence in managing the body's kinesiology focus. Meanwhile, children with hearing impairment do not experience these intelligence and coordination problems. Therefore, through sewing skills, it is hoped that deaf children can produce products to improve their quality of life, both from their social, psychological, and economic aspects in the future.

2. TARGET AND OUTSIDE

The expected output through this PKM is as follows: In Community Service, the result is improved science and technology in Makassar City 1 SLB Negeri through learning about social interaction, fostering handicraft making, marketing handicrafts to partners while the output is additional products/goods.

3. EXPERIMENTAL METHOD

The implementation of this service was carried out at SLB Negeri 1 Kota Makassar. This activity was carried out for 3 (three) months. As for the activity method as an effort to solve problems experienced by partners, the community service team provides several solutions, namely:

- Train using a portable and flexible sewing machine specifically for beginners, but equipped with a variety of stitch functions, such as an automatic thread breaker, buttonhole maker, as well as various types of stitches (zigzag, embroidery, semi-overlock, quilting, to som);
- Train to make basic patterns that are simple and easy to make;
- students by providing motivation and assistance in the training process so that deaf students are expected to interact socially with the community to feel confident in their abilities. And together with partners organizing handicraft doing training such as making souvenirs in the form of pillows, dolls, and critical chains through modeling techniques, this modelling technique uses visual stimulation so that students can more easily understand the learning being applied.
- They are practicing social interaction skills for children with hearing impairment in terms of communication and associative processes, which include processes of cooperation, accommodation, and assimilation.
- It provides knowledge about management science to regulate everything in running a business so that it can achieve predetermined goals, such as making your products and then marketing them using internet media, namely the web, Instagram, Facebook, and others. It is introducing the role of multimedia technology in handicraft marketing. Teaching media in the form of multimedia is an effective way that can be used to provide teaching that is more interesting, fun, easy to understand,

and clear because the information presented is in the form of a more lively document. So for handicraft training, students with hearing impairment are focused on animation movements because of their limitations in hearing, so a more creative presentation is needed so that hearing impairment can understand the material being taught even if only by looking at the material being taught.

The learning model used is inclusive education with modeling techniques using a question and answer methods, simulations, and pair or group work. The stages of education and training activities for deaf people include:

3.1 Preparation stage

- At this stage a preliminary survey was carried out to see the conditions in SLB Negeri 1 Makassar. In this stage, the problems faced by the teacher are sought in increasing the ability of students to produce work.
- The second stage involves preparing training materials by compiling modules to be used in training for participants with hearing impairments—procurement of craft tools and materials needed in making handicrafts. The preparation of modules that will be given includes sewing techniques and marketing of the work. These materials were provided based on a needs analysis presented by SLB Negeri 1 Makassar's teaching staf.
- In the third preparatory stage, the training's timing was carried out by asking for approval from SLB Negeri 1 Makassar as the school partner.

3.2 Implementation Stage

The next stage is the implementation stage of community service. In this stage, the lecturer team and partners conduct training activities for developing skills in the manufacture of handicraft items (home industry). The implementation of this Community Service activity is packaged using a workshop approach. This training is held nine times, where each week there is one meeting. The first meeting will begin on 22 August 2019 and end at the ninth conference on 17 October 2019.

3.3 Consolidation Stage

At this stage, it is divided into two, namely:

- Deaf students are given the task to make handicrafts according to their respective abilities; at this stage, deaf students can do works independently
- Furthermore, at this stage after the assignment, participants are then given product marketing training through the Shopee, Facebook, and WhatsApp applications

4. EVALUATION PHASE

The last stage is the evaluation stage. At this stage, an evaluation of the results achieved by the training participants is carried out. Further input and improvement can be made at this stage. Evaluation is given by collecting the work of deaf students obtained from skills development training activities. The data is taken by concluding students' understanding when given training delivered with modeling techniques and lecture methods followed by questions and answers/discussions, simulations, and skill development results in the form of handicrafts, both reports and scientific articles.

5. RESULT AND OUTCOMES ACHIEVED

The ability of deaf children to speak and speak is different from normal children because this ability is closely related to their listening ability. Because deaf children cannot hear language, deaf children experience obstacles in communicating. Murni Winarsih states that deafness is a general term that indicates hearing difficulties from mild to severe, classified into deaf and hearing impaired[7].

Deaf people are those who lose their hearing ability, which hinders the process of language information that is heard, whether using or not wearing hearing aids, where their hearing limits are sufficient to support the processing of data through hearing. Suharmini argues that deafness can be defined as the condition of an individual who experiences a disturbance or damage to the sense of hearing so that he cannot perceive various sound stimuli or other stimuli through hearing[8].

These obstacles affect the social interactions of deaf students, which is in line with the opinion, according to H. Bonner Social interaction is a relationship between two or more individuals, where each behavior can influence, change, and improve other individuals' behavior[9]. Part that can be taken from H. Bonner's opinion is Connections can occur when there is an interactive process in the form of communication. However, in a different field, children with hearing problems or hearing problems have difficulty communicating with other parties. This also affects the character of deaf students in self-confidence in A, who is not deaf.

This team seeks to find solutions for students to increase their self-confidence by using an inclusive education learning model with modeling techniques and using question and answer methods, simulations, and pair or group work. According to Nikmatuzahroh & Nurhamida, seeing all students as the same and having their respective talents and potentials according to their fields, so professional teachers are needed to streamline and streamline the learning process[10]. Martin, modeling is where an example

of a certain behavior is shown to someone that causes someone to imitate the same behavior[11]. As also stated by Purwanta ' modeling is a form of application of social learning theory in messages of individual action"[12]. So, the modeling technique is a useful technique used to help students in learning sewing skills. Besides that, the basic concept of modeling technique is implementing real individual behavior, which is also in line with the fundamental nature of hearing impairment, which on average uses their visual abilities in all information obtained. This inclusive model is then collaborated with modeling techniques in the learning process. by integrating various teaching methods.

Based on the above, during community service activities, several positive things were obtained, including:

- Learning about social interaction and mentoring in the practice of skills in the manufacture of handicraft items (home industry. In this case, our community service team then combined the classroom teachers and students of State Senior High School 1 in Makassar in a class to carry out an activity. Sewing activities aim to learn sewing skills with special needs and from all walks of life, including their teachers and teachers who specifically handle sewing skills. From the activities they do, they see that it is not only children with hearing impairment who have difficulty starting these activities but also in normal conditions experiencing challenges. Hence, there is no need to feel insecure when starting interactions and activities with typical children because, in each class, everything begins from a state of not knowing to know. The team took vocational skills learning, namely sewing, as

a way out in overcoming some children. However, there is a lack of deaf students because, in sewing activities, language skills can be overcome by writing customer needs in a notebook so that communication can run through these notes. The implementation of this activity begins with an explanation of social interaction and motivation material. The following week the entry into (Introduction to handicraft material and module distribution) for training to make handicrafts in the form of pillow dolls was held for 3 meetings.



Fig 1. Sewing training activities in the classroom of SLB Negeri 1 Makassar City

- After the ability to interact and sew was discussed, the team then explained to the SLB students as partners in this service how to do entrepreneurship through social media. Before marketing, the team presented to students through sign language in hand and mouth movements about its tricks. market / introduce their products to be better known by the wider community and communities where students use existing social media. (WhatsApp, Line, BB, Facebook). Promotion in this way is straightforward and can be controlled directly at any time by our partners.





Fig 2. Sewing training activities in the classroom of SLB Negeri 1 Makassar City

- After going through several stages, the students are then able to make products in the form of

pillow dolls, which are then used as the basis for making other handicrafts using the sewing method



Fig 3. The product assessment and photo together show the pillow doll product

This activity's impact is that deaf students are more motivated to learn about sewing skills and run a pillow doll production business because the materials are easy to get. The patterns are easy to make, and the results attract students' hearts.

Assistance and training for making doll pillow handicrafts were held from Thursday / 22 August 2019 to Thursday / 10 October 2019. The closing of this activity was held on 17 October 2019 at SLB Negeri 1 Makassar. The impact of this activity is expected that students will be able to grow self-confidence so that they work and create their own jobs for deaf students

6. CONCLUSION

Through this activity, there has been many knowledge and experiences for deaf students of SLB Negeri 1 Makassar city. Based on the activities carried out, it can be concluded that (1) Students need to get motivation from the learning model implemented in the classroom to foster their confidence in interacting (2) Through training and practice making pillow dolls, students can make pillow dolls. Which is worth selling (3) A study group is formed at SLB Negeri 1 Makassar that can make pillow doll crafts (4) Mentoring can be organized well and run smoothly according to the activity plan that has been prepared. However, not all mentoring participants have mastered the material to be delivered. This activity received an excellent

response, as evidenced by the active participation of the participants. Based on the evaluation above that has been carried out, several suggestions can be made: (1) The time for implementation of service activities needs to be increased so that the movement's objectives can be fully achieved. Still, with the consequence of growing implementation costs, PKM costs should not be the same between several teams proposing proposals, given the different target audiences. (2) The existence of follow-up activities in the form of similar training is always held periodically to improve the ability of people with hearing impairments to strengthen their skills and social interaction skills.

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