

# Program for Development of Communication, Perception, Sound, and Rhythm to Build Self Esteem of Students with Special Needs

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## ABSTRACT

*Self-esteem* is one of the most important personal attitudes in life, high and low self-esteem which is built from language and cognition modalities will affect a person's personality. This article aims to describe the results of preliminary research on the development of self-esteem for students with special needs. The method used in this research is descriptive analysis. This research is focused on learning related to arts education in the Special School for the Deaf, namely Program Development of Communication, Perception, Sound and Rhythm. The research participants were five students with special needs for hearing impairment, one teacher, and five parents/guardians of grade 9 deaf students. The research location was at the Cicendo State Special School, Bandung. Data were collected through observation during process teaching and learning, interviews with teachers, students, and parents/guardians of students. Data analysis was carried out by triangulation. This study found that the self-esteem of deaf students grew positively through art activities in the program for development of communication, perception, sound and rhythm. Teachers and the school environment provide comfort and space for students to grow self-confidence by optimizing the abilities of deaf students in various fields, including the arts.

**Keywords:** *Students with special needs, Arts education, Special education, Self-esteem, Deaf students.*

## 1. INTRODUCTION

Children with special needs are children who have resistance in hearing, vision, mental development, motor, social emotion, behavior, learning difficulties, and others. Based on these conditions, it has an impact on their academic development and abilities, so they require special educational services. In the concept of multicultural education, students with special needs are one of the social groups, namely exceptionality [1,2]. They have the right to get an appropriate and quality education like children in general. UNESCO's Education for All policy has guaranteed the right of students with special needs to obtain quality education. But in reality, this social group often gets discriminatory treatment in society, including in education, which causes students with special needs to feel inferior or have weak self-esteem. The study of Wolters et al.

explains that the acceptance of deaf adolescent students in public schools has an impact on withdrawn and introverted behavior due to communication problems with friends [3].

The Indonesian government has a high concern for students with special needs, in terms of policies and programs that are responsive to special needs. One of them is the existence of special schools that handle students with special needs and inclusive schools that accept regular students and special students simultaneously. For inclusive schools, the presence of students with special needs in the classroom is a challenge for teachers in providing equal and non-discriminatory services to students with special needs. On the other hand, teachers in special schools have been conditioned from the start to accept and optimize students' potential in terms of knowledge, skills, and attitudes.

At the special school for the deaf Cicendo, has activities, namely Program Development for Communication, Perception, Sound and Rhythm or *Program Pengembangan Komunikasi, Persepsi, Bunyi, dan Irama* (PKPBI) combined with various musical concepts and associated with dance movement. Therefore, the researchers focused on the Cicendo Bandung special school as a research location to observe learning strategies and methods this special program. Through this research, it is hoped that researchers will gain an in-depth understanding of approaches and strategies for teaching art for students with special needs in an effort to increase self-esteem.

On December 10, 2021, the teacher as a representative of the principal in Special School in Cicendo informed the researchers about a special program, she stated “ideally PKPBI should be integrated in all subjects and developed in extracurricular activities.” However, in practice, the development of PKPBI and extracurricular activities is still carried out partially and facultatively [4]. This special program aims to develop the ability to appreciate (perception) sound so that students can speak and communicate naturally. At the Cicendo Special School, this special program is related to arts education.

Efforts to optimize the role of arts education for students with special needs have been carried out through a number of studies. Researchers have conducted multi-year research from 2010 to 2012 to develop a model of arts education for students with special needs. From this research, a synectic model was produced that was able to increase the creativity of students' movements in dancing [5]. Heni Komalasari [6] implemented a synectic model for deaf and blind students to increase dance creativity. Milyartini and Haerani [7] proved that through the synectic model in dance learning, it was able to increase the social interaction of autistic students. Intan Permatasari [8] conducted a study to prove that the synectic model can increase the musical creativity of deaf children through dance learning at the Cicendo high school level, Bandung City. This previous research provides an understanding that art learning through the synectic model can increase students' creativity and social interaction special needs. Research related to self-esteem of the deaf has not been done. Based on the results of interviews with parents of students, deaf children have low language and communication skills, unstable emotions, and low self-esteem, so research on the self-esteem of children with hearing impairment needs to be done.

Through initial observations, PKPBI learning at the Special School Cicendo Bandung is integrated with the arts of music and dance. Students who take part in the learning feel happy, have courage, and are confident. The research question is how the PKPBI learning

strategies and methods at the Special School Cicendo Bandung have an impact on students' self-esteem? The purpose of this study was to understand the PKPBI learning strategies and methods that can affect the development of self-esteem of deaf students at the Cicendo State Special School, Bandung. This research is important to get an initial understanding of the arts education strategy in Special Schools to build the self-esteem of students with special needs. The results of this study will be used as an initial step in an effort to develop an arts education model to improve self-esteem of deaf students, and to be used by art and culture teachers who teach in special and inclusive schools.

## 2. RESEARCH METHODS

This study uses a qualitative approach with an interpretive paradigm. The method used is descriptive analysis [9]. Through this method, researchers describe the events and activities of PKPBI learning activities as well as the thoughts of research participants. The research participant was a PKPBI subject teacher, five students in grade 9 of Junior High School level, and parents or guardians of deaf students. To obtain information about the curriculum, the researcher also involved the vice principal, and the other teacher as a representative of principal as participants in this study.

The research location is the Cicendo State Special School which is located at Jl. Cicendo No. 2, Babakan Ciamis, Bandung City, West Java. This school is strategically located in the middle of an urban area in the central part of Bandung. The left side of this school is the official residence of the Governor of West Java, while the right side is the Cirendo Eye Hospital. Cicendo road that crosses this school, if you take the right lane, it will go to the North Railway Station. Cicendo State Special School Bandung is an extraordinary school that handles deaf children ranging from levels, Kindergarten, Elementary School, Junior High School, to High School. This special school has a long history because it was founded long before Indonesia's independence, which was around 1930. In 1930 there was an association for teaching deaf children in Indonesia. Then a school was established called the Special School for the Association for the Implementation of Teaching Deaf and Mute Children, which was changed to an Educational Institution for Deaf Children, then changed to the Education and Teaching Organization for Deaf Children, and changed again to the Foundation for the Education and Teaching of Deaf Children. By paying attention to the history of the Cicendo special school for the deaf, the school family consisting of the principal, teachers and the School Committee as well as parents and community leaders in the city of Bandung see the need for the Cicendo Bandung Special School to be maintained and

its educational services improved. Until now, Cicendo Bandung special school has a good reputation.

Researchers collected data through observation, interviews, and documentation studies since May 2021. Due to the Covid-19 situation, from June to early September, researchers conducted online interviews via Zoom. This interview was to obtain information about the background of the school, the students, and teachers at schools with special hearing impairments. Interviews were conducted with art and culture teachers, vice principals, to obtain information on artistic activities and student achievements in the arts. Five parents of students were interviewed to obtain information about learning activities, interacting, filling free time both in the family and in the community. In October through early December 2021, researchers observed the teaching and learning process of PKPBI at the Special School Cicendo Bandung.

Data analysis was carried out by triangulation, which combines the results of interviews, documentation studies and observations. In this analysis, the researcher answered questions about PKPBI learning strategies and methods as well as the role of teachers in helping deaf students optimize their artistic abilities that can increase the self-esteem of deaf students.

### **3. RESULTS AND DISCUSSION**

#### ***3.1. Program for Development of Communication, Perception, Sound and Rhythm***

The Special Program for the Development of Communication, Perception, Sound and Rhythm (PKPBI) at the Cicendo Special School in Bandung is closely related to arts learning. In practice, the teacher directs students to respond to musical elements, namely beats and rhythm, by moving according to the rhythm. The purpose of PKPBI learning is to develop sound awareness (perception) in deaf children so that they can access the sounds of language or conversation as a communication modality. In order to have a more complete understanding of language sounds, in PKPBI learning the scope of the material studied includes sound detection, sound discrimination, sound identification, and sound comprehension which is integrated with rhythmic motion, orderly/harmonious (cybernetic principles). In addition to the PKPBI special program activities, the Cicendo Bandung Special School has arts and culture subjects and skills education, as well as *angklung* extra-curricular activities. However, in this paper, we only discuss PKPBI learning in grade 9 Cicendo Bandung Special School. PKPBI learning and art activities carried out on an ongoing basis as implemented at the Cicendo Special School gives high motivation to the self-esteem of Deaf students.

Khalek states that high and low self-esteem will also affect a person's character [10]. High self-esteem will bring individuals to success, while low or weak self-esteem will bring individuals to many life problems. Therefore, how can this self-esteem be owned by each individual well. Darrow [11] offers music-making experiences that are motivating, flexible, and fun but at the same time can develop musical abilities and will benefit children's social and emotional development. Culp [12] says that self-esteem can be influenced by students' interactions with music, students' approach to assignments, and self-confidence as learners. Musical experience and making music is very influential on the positive self-esteem of students. For that we need teachers who have a good temperament, provide a sense of security and support, and have the ability to master the elements of music. Like learning music and making music, Dabalsa [13] provides information about dancing and making dance activities that can improve motor skills and self-confidence of students with special needs. Based on the opinion of experts who give direction that self-esteem can develop positively through activities and experiences with music and dancing, making music and making dance movement.

The above opinion is proven in the PKPBI learning at the Cicendo Special School for the Deaf, Bandung. On November 12 and December 10, 2021, researchers conducted learning observations and at the same time conducted interviews with teachers and parents, and students. There are 5 students in grade 9 at the secondary school level, consisting of four boys and one girl. The class teacher is a woman. On November 12, 2021, PKPBI learning was carried out face-to-face even though it was still during the COVID-19 pandemic. When learning takes place, teachers and students use face shields. The teacher stands in front of the students, while the students sit on chairs. The teacher said that "PKPBI learning has just started again, since schools are allowed to hold face-to-face learning."

This 9th grade teacher started her teaching with various questions related to activities at school and at home before the pandemic and during the pandemic. The teacher directs students to think about the activities of the teachers or parents in moving. The students' answers are written by the teacher on the white board as follows: "Before the corona pandemic, we saw gymnastics teachers on the school grounds. Gymnastics is a movement to flex, relax our bodies to be healthy and fit. At home, Mother likes gymnastics on her own from YouTube... Mother doesn't like gymnastics, said Hisham. We like to do gymnastics in a safe environment with the family, said Garin".

After the teacher discusses the student's answers in verbal and written form on the white board, the teacher then asks whether gymnastics is accompanied by music? Students answered "some are accompanied by music,

some are not." Rhythm learning begins with sound perception with clapping, starting from clapping one, two, and three. Then, the teacher directs the students to be able to discriminate the sounds by the teacher giving a clap to see if the students catch the sound one, two, or three times. Teachers and students are still facing each other. Next, the teacher asks the students to do dance moves by asking the initial question, have any of the students ever danced? A male student answered, "yes but forgot the movement again," while there was a female student who still remembered and she performed dance moves in front of her friends.

In the second observation, on December 10, 2021, PKPBI learning was not carried out in class, but in a special PKPBI room equipped with musical instruments, namely drums, tambourines, and gongs. Learning begins by the teacher with play a song *manuk dadali* played on a laptop. Students "listen" with the aid of a hearing aid. Spontaneously, students move to dance because they hear the rhythm of the music. After that, the teacher develops learning with the imitation method. He gave an example of a motion response to the sound of a drum that was heard and then imitated by students. When the drum sounds once, the teacher stomps one of his feet. Students observe, then are invited to imitate the teacher's example. When the sound is heard twice, the teacher moves his legs alternately. When the drum sounds in a regular beat repeatedly, the foot movements are like walking in place. All students respond to sounds with movement and they look enthusiastic in participating in this lesson.

The teacher then moves behind the students, and asks all students to respond to the sound of the drums they play. This activity is a challenge for students because they have to detect and respond to sounds that are heard from behind independently. Most of the students can follow it well, some explain to the teacher that the sound they hear is very small. To detect abilities, as well as to understand the learning difficulties of each student, the teacher asked them to respond to the sound of drums individually.

The lesson continued by responding to the sound of the tambourine in four bars with clapping while walking in place. The method used is still the same, namely imitation. First by looking at the teacher's example, and followed by responding to the sound of the tambourine independently according to the movements that have been learned. Variations in learning are carried out by the teacher by gradually increasing the complexity of the motion, for example by doing head movements with hands on the waist, walking in a circle, while swinging. In this way the teacher has introduced more aesthetic movements such as dance moves.

To distinguish the sound between the tambourine and the drum, the teacher alternately beats the tambourine and drum. After students can distinguish the

sounds of drums and tambourines, the teacher motivates students to perform dance moves accompanied by "manuk dadali" music. The achievements or responses raised by deaf students illustrate the integration of *wiraga*, *wirasa*, and *wirama* elements, although not optimally. This can be seen from the lack of coordination between foot and hand movements, movements still tend to be stiff, and there is no visible harmonization between music and movement. However, their facial expressions and body language indicate that they are happy and confident.

### **3.2. Self Esteem Children with Special Needs**

Abdel-Khalek [10] says that self-esteem is a central construct in clinical, developmental, personality, and social psychology. Furthermore, Abdel-Khalek [10] explained that self-esteem is related to personal beliefs about skills, abilities, and social relationships. In other words, self-esteem can be defined as self-esteem. In which there is a person's confidence in skills and abilities as well as social relationships. A person's self-esteem is important as a foundation for developing himself in the direction of a better life. Through family education and school education, one's self-esteem can be built and strengthened. In the context of art education in schools, art skills are not a goal but the benefits of the teaching and learning process that can increase creativity,

When viewed from the expressions of students in participating in PKPBI learning, the researchers saw that students were very confident in doing rhythmic steps, both using clapping, and using music with the song "*Manuk Dadali*." The female student admitted that she felt happy and was not ashamed to dance to the rhythm in front of her friends or in front of the observers. One of the male students also said that learning PKPBI using music and dance moves was very fun.

The achievement target for PKPBI activities is to improve communication skills. In communication, there are roles of sender and receiver of messages. Programs developed with the imitation method tend to build the ability to receive messages, but still do not encourage the ability to convey or send messages. The activity of responding to sound through motion still needs to be developed with other activities that place students as message senders in activities that integrate music and dance. Or in other words, it is necessary to develop student-centred playing and making music and dance activities. The active role of students in activities that integrate music with dance will support the development of students' self-esteem. Culp [12] states that with the experience of making music and moving, students' self-esteem will grow.

#### 4. CONCLUSION

This study found that the PKPBI learning materials were related to the elements of music, namely beats and rhythms as well as dance movements has contributed positively to the self-esteem of deaf students. Students have carried out non-verbal communication through gesture responses and verbal communication which is a combination with sign language. The teacher uses strategies to interact and communicate with students, through hand gestures as language cue, reading speech, facial expressions, and gestures, or by total communication. The teacher's appreciation and motivation during learning are the key in building students' self-esteem in addition to the total communication used by the teacher. The results of this study need to be followed up with the development of more student-centered learning activities so that they are able to play an active role in expressing their ideas and thoughts through music and dance activities.

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