



The Analysis of Historical Learning Process for the Children with Deaf Special Needs

Ribka Meilisna Br Ginting^(✉) and Aman

Department of Postgraduate Studies History Program,
Yogyakarta State University, Yogyakarta, Indonesia
ribkameilisna.2019@student.uny.ac.id, aman@uny.ac.id

Abstract. The goal of this study was to discover the process of planning historical learning, as well as the process of learning the history of students with special needs for the deaf at SMALB-B Negeri Pembina Medan, as well as the hurdles to history learning and teachers' efforts to overcome them. A qualitative research method with descriptive analysis was applied. The information was gathered through observation, interviews, and documentation. Data reduction, data presentation, and conclusion are the three steps of the activity flow used in the data analysis technique. The findings revealed that: (1) History learning is planned in two stages: a meeting at the start of the year to create an annual program and a semester program; and a second stage in which the teacher independently produces lesson plans based on the needs of the pupils. (2) Preliminary activities, core activities, and closing activities are all part of the historical learning process. The four stages of preliminary actions include orientation, perception, motivation, and providing references. The teacher's learning model is visual learning and expository learning. Visual learning material, such as photographs of historical individuals, documentary videos, and historical films, are used. A book on Social Sciences (IPS) written specifically for the deaf was used as a learning resource. The teacher initiates a question and answer session in the closing exercise, then wraps up the learning material and provides motivation. (3) Learning hurdles include: (a) teachers who do not teach according to their disciplines, (b) pupils' intellectual capacities and emotional intelligence differ, and (c) restricted school facilities. Attempts to overcome hurdles include: (a) the use of the internet, libraries, and improvised learning tools and media, (b) the use of improvised learning tools and media, and (c) the use of improvised learning tools and media, (b) giving individual guidance to students, and (c) professors participating in MGMP activities on a regular basis to provide perspective.

Keywords: Deaf · History Learning

1 Introduction

Every Indonesian child has the right to an education. A youngster has the right to be able to learn and acquire information. Education is a fundamental right for all children,

regardless of circumstance (non discrimination), because it is the cornerstone for life-long learning and human development [1]. As a result, it is clear that every citizen, both normal children and children with physical disabilities, has the same rights and obligations in terms of obtaining an education. Children with special needs are generally referred to as children who have physical disabilities. Students with special needs require specialized educational services that are distinct from those provided to children in general. Children with special needs require educational programs that address the learning and developmental difficulties that each kid faces [2]. Article 32 of Law No. 20 of 2003 Concerning the National Education System establishes the right to education for children with special needs states that: "Special education (special education) is a type of education for students who have trouble following instructions. as a result of physical, emotional, mental, and social problems" [3]. As a result, both the government and the private sector have built a plethora of special schools to ensure that students with special needs have equal access to education and instruction. The availability of quality curriculum in schools will assist students in achieving independence, increasing self-potential, and developing strong personalities so that they are ready to socialize in the community.

In terms of objectives, typical children's curriculum and special needs children's curriculum have one thing in common: they both test children's cognitive, affective, and psychomotor domains. The implementation strategy, on the other hand, is rather different. Teachers who work with children with special needs must possess distinct skills than those who work in regular classrooms. Of course, in addition to educating blind children, they must also learn to read and write in Braille. Therefore, Teachers of children with special needs, such as the deaf, mentally retarded, physically challenged, and others, must be skilled in the use of Braille. Teachers must possess specific skills in order to meet the demands of their students.

The competence of teachers who teach at special schools is not only in the pedagogical aspect, but also in professional competence, personality competence, and social competence. Teachers who teach at special schools have special responsibilities in dealing with children with special needs because they are not children who easily understand lessons or subject matter quickly. Therefore, the task of the special school teacher is not only as an educator and teacher but also as a caregiver and able to guide their students with special handling. But the fact is different in the field, teachers experience many obstacles when teaching at special schools. Alfajri in his research found that special schools teachers experienced several obstacles, namely theoretical barriers, and psychological barriers. Theoretically, it is known that teachers who do not have special educational backgrounds are less able to understand teaching methods that are following by the special school curriculum and are less skilled at handling special needs children. Psychologically, teachers are less patient in dealing with children with special needs, so they are easily discouraged and experience stress [4].

The problems experienced by teachers when teaching at special schools affect the success or failure of the learning process for students. Constraints with special needs children in the learning process are not only caused by the level of teacher competence but also by many factors that can hinder the learning process. Based on the results of research by Fitrianto, it was found that several obstacles experienced by children with

hearing impairment in the learning process included poor student word concepts, lack of learning resources and teaching aids, and uneven word understanding processes [5]. This picture is what happened to the classroom teacher when learning history at SMALB-B Negeri Pembina Medan in the deaf class. Based on the results of teacher interviews, it was revealed that the learning design had been well designed but the student learning outcomes were below the minimum completeness criteria.

Students at SMALB-B Negeri Pembina Medan are not able to understand the historical material presented by the teacher. An imbalance has occurred between what is given to students and what they should get in history learning. The problem of imbalance in the learning process can be seen through the components of learning, such as during lesson planning, the learning process, and after learning. If the learning objectives have not been achieved, it can be analyzed that there are parts of the learning process that are not in line with the needs of students. Things like when formulating goals that are not right, and providing the material that is not following by the reasoning abilities of students, or the methods used by teachers are less attractive to students. The learning process is very dependent on its implementation, while the learning outcomes are a reflection of the success or failure of the process. Materials, media, and methods are the parts that will determine the achievement of learning objectives. So that the role of these components is very essential in driving learning.

Based on the issues raised, the researchers conducted study by analyzing history learning in a deaf class in order to acquire any information that may be used to assist teachers in enhancing the learning process. As a result, the established learning objectives will be met. As a result, the researchers attempted to uncover challenges for deaf students in terms of learning planning, the learning process in terms of material, techniques, media, and learning assessments based on their features.

2 Research Methods

This research employs a qualitative technique in concert with descriptive analysis. This aims to illustrate how teachers and students at SMALB-B Negeri Pembina Medan go about learning history, as well as the challenges they confront and the efforts they make to overcome them. Interviews, observation, and documentation used utilized to obtain data. The researcher interviewed teachers, principals, and vice-principals in the field of curriculum, as well as pupils from four classes: X-1, X-2, XI, and XII. The triangulation technique is used to check the veracity of the data. Source triangulation and technique triangulation are the two forms of triangulation used.

The data analysis used is the Miles & Huberman analysis technique, namely data reduction, data presentation, conclusion drawing, and verification. In data reduction, the researcher sorts out the data that is considered relevant to the required data. So that data that is considered less relevant is removed. The presentation of this data is written based on the formulation of the problem that the researcher has determined as the research question. Verification, conclusions are drawn based on the understanding of the researcher by reviewing the notes found in the field.

3 Results and Discussion

A. *Learning Plan*

Learning planning at SMALB-B Negeri Pembina Medan such as the preparation of learning plans such as making annual programs, semester programs, syllabus and lesson plans carried out at the beginning of the school year. After designing the annual program and the semester program, the teacher is given the authority to prepare the Learning Implementation Plan independently. Based on the results of the researcher's documentation, the lesson plans for history subjects owned by each teacher in grades X-1, X-2, XI, and XII have different composition characteristics. This shows that the teacher has developed and compiled learning tools according to the needs of students.

Another thing that is of concern is that some of the lesson plans designed by the teacher in the learning steps section are not followed by the syntax of the learning model used. As using the cooperative learning model, Suprijono reveals that the first step in implementing the cooperative learning model is the present goal and set, namely conveying the learning objectives to be achieved and motivating students to learn [6]. However, at the learning step the teacher does not write down this phase, this makes students not aware of the learning objectives that they must achieve in the learning that will take place.

B. *Learning Implementation*

Implementation of preliminary activities at SMALB-B Negeri Pembina Medan the teacher opened the class by greeting and praying, other activities were checking the students' attendance. The teacher's technique is so that students are ready to carry out learning physically and mentally by providing motivation and chatting lightly so that students feel relaxed and ready to learn.

The results of interviews and observations with teachers and students showed that some classroom teachers in the preliminary activities did not convey the learning objectives, core competencies, basic competencies, and KKM that must be achieved. According to Mulyasa conveying learning objectives and an outline of the material to be studied and conducting a question and answer session will assist teachers in measuring students' understanding of past learning and exploring initial abilities related to ongoing material [7]. Therefore, the teacher is expected to convey the learning objectives and KKM that must be achieved so that students know the initial picture of learning.

The teacher in carrying out the core activities uses several models and learning methods, namely: visual learning models, and expository learning, with learning methods such as interactive lectures and discussions, while the strategy used to achieve the learning objectives is the repetition strategy. The use of learning models and methods is adjusted to the subject matter, available infrastructure, and the situation and condition of students. Through interviews, it is known that not all learning models can be applied in the classroom, this is because of limitations in hearing that affect language acquisition and the psychological condition of deaf students. Therefore, teachers are more selective in the use of learning models, even some learning models are modified by teachers to suit the conditions of students.

The learning model that is suitable for deaf students other than what has been disclosed by the teacher at SMALB-B Negeri Pembina Medan is the peer tutor learning model. The peer tutor learning model according to Harsanto utilizes students who have completed the lesson material so that they can assist their classmates who have difficulty understanding the lesson. Peer tutors are considered able to make the level of active participation of students higher, this is because their backgrounds or experiences are similar to one another so they do not hesitate to ask questions [8]. In addition to this, deaf students have sign language that is made specifically to communicate with their peers so that smooth communication from two directions will increase their understanding.

The learning media used in history learning is predominantly visual-based. Learning media that are usually used by teachers are pictures related to the subject matter, documentary videos, or films that are equipped with dialogue texts and maps that are displayed through a projector or printed and in the form of hard copies. This is following by the statement of Wardani that the characteristics of learning materials for deaf students are visualization. Through their eyes, students try to obtain information [9], therefore the teacher is expected to be able to illustrate the material in the form of pictures and videos.

The printed textbooks of Social Sciences specifically for the deaf produced by the Ministry of Education and Culture in 2016 are the main learning tools utilized by teachers and students. The internet and books such as encyclopedias and atlases available in libraries are used as extra sources to deepen history subject matter. Teachers only utilized one book as the major source, according to interviews, because not all history texts are accessible to deaf students. This is due to pupils' lack of vocabulary and knowledge, which makes it difficult for them to comprehend material from history books in general.

To provide a memorable learning experience to students, teachers should use a variety of learning resources. When viewed through the Cone of Experience from Dale it is known that field trips can provide concrete experiences for students [10]. The direct experience of visiting historical sites can provide information and ideas contained through the experience, this happens because it involves several of the students' senses directly such as the senses of sight, taste, and touch. Therefore, teachers are expected to have the initiative to bring students to visit historical sites and museums around the school environment.

The lesson's last activity was carried out in accordance with what was mentioned in the lesson plan. The teacher concludes the activity by opening a question and answer session about material that pupils did not understand. Following that, the teacher wraps up all of the previously discussed learning materials, schedules the content or tasks that students must study at the next meeting, and concludes the class by praying. However, at the end of the lesson, the teacher did not complete the apperception activities as outlined in the lesson plans.

Apperception activities are not only carried out at the beginning of learning but are also carried out at closing activities. Reward is one of the psychological factors of learning. Giving rewards to students aims to create a pleasant learning atmosphere, giving rewards can increase students' learning motivation so that they do not experience boredom [11]. Rewards given can be in the form of compliments,

small prizes, as well as tokens of appreciation such as star-shaped stickers and so on.

C. *Learning Assessment*

The assessment of learning outcomes carried out by teachers includes three aspects, namely cognitive, affective and psychomotor aspects. Cognitive assessment through written tests in the form of multiple-choice, and descriptions, and oral tests. In the affective domain of assessment using observation techniques, the teacher makes instrument sheets and fills them in through observations during the learning process. The teacher's psychomotor assessment takes value from the results of student projects such as making picture papers, and clippings.

The cognitive assessment tests have many variations, so they do not cause boredom for students when carrying out exams. Forms of cognitive tests include short answers or entries; match; portfolio; and performance tests. Teachers can use some of these assessment techniques and adapt them to the characteristics of deaf students. With the use of performance tests, students can present their work such as maps, pictures of historical figures, illustrations of the atmosphere on the plantation, and so on. For the assessment of affective aspects to vary, teachers can use peer assessment techniques and self-assessment. According to Majid the results of students' self-assessment can be used as confirmation data on the development of their attitudes [12]. In addition to this, self-assessment also trains students to cultivate honesty values and improve self-reflection abilities.

D. *Learning Resistance*

The learning barriers faced by teachers when learning history can be seen from various aspects. On the internal aspect, teachers who teach history lessons do not have adequate qualifications. This is because teachers do not come from special education. Based on teacher profiles and data, it is explained that the teachers who teach have educational qualifications in Civics, Catering, Music, and Mathematics. The discipline of knowledge possessed by the teacher is not linear so that the teacher has difficulty in mastering the historical material that will be taught to students. In addition to these problems, the obstacles faced by teachers during learning are differences in the intellectual abilities and emotional intelligence of students. The difference in intellectual abilities makes it difficult for teachers to design lesson plans that are following the needs of students. In the learning process, the teacher also experienced obstacles because some students needed a long time to receive the information conveyed so that the teacher had to repeat the strategy.

Barriers to the external aspects faced by teachers and students are limited facilities in the school environment. Facilities such as LCD projectors are still limited in number, even though the learning characteristics of deaf students are visual. The limitations of the LCD projector make the learning process hampered because the learning needs of students are not fulfilled according to their characteristics. The other facilities that are not available at the school are the social studies laboratory. The laboratory serves as a place for learning media and teaching aids that cannot be brought into the classroom. Such as pictures of heroes, photos of historical events, historical maps, charts of concepts related to history, and other electronic equipment. Based on the results of interviews, it is known that teachers have difficulty in

providing various learning media because some large media cannot be displayed in the classroom.

E. *The Efforts to Overcome Learning Difficulties*

The efforts made by school principals and classroom teachers who brought history material in overcoming the limitations of learning facilities, learning resources, and learning tools and media vary according to their respective positions and functions. The principal revealed that the school has provided facilities in the form of an internet network and a printing press, both of which can be used to print pictures as a medium for supporting learning. The teacher's request for a laboratory was welcomed by the principal and made every effort to organize a social studies laboratory. Teachers make several efforts to overcome the constraints of limited school facilities, learning media, and learning resources. These efforts include: utilizing the internet and printing machines to print pictures as learning media materials; use the books available in the library such as encyclopedias, atlases, and other books related to historical material to enrich learning resources.

The teacher to overcome the differences in the intellectual abilities of students performs a repetition strategy during learning. The teacher explains the material repeatedly until students can understand it. In addition to this, teachers also apply peer tutoring strategies. The teacher forms groups consisting of different intellectual levels, students who have mastered the material guide their friends who do not understand the material that has been explained by the teacher. According to the teacher, peer tutoring is effective because the relationship between deaf students is very close, they even have their sign language in communicating outside the Indonesian sign language or the Indonesian sign system. In addition, the teacher provides time outside of class hours for guidance to individual students. The teacher and students in the discussion session discuss the material that has not been mastered by the students; learn about sentences or types of words that are abstract; and discuss homework.

The class teacher system at SMALB-B Pembina Medan requires teachers to master many disciplines because they have to take on several subjects. Therefore, teachers do many ways to improve pedagogic competence, including participating in subject teacher deliberations, having discussions between teachers who master certain disciplines, and learning independently through books and the internet.

4 Conclusion

Based on the research findings of research conducted at SMALB-B Negeri Pembina Medan, the based on the results obtained:

1. History learning is planned in two levels at SMALB-B Pembina Medan. The first stage is a meeting at the start of the academic year to develop a yearly program and a semester program. In the second step, the instructor is given the authority to create lesson plans tailored to the needs of deaf students. The composition characteristics of the teacher's lesson plans vary, indicating that the teacher has devised learning tools to meet the needs of deaf students.

2. The implementation of the history learning process at SMALB-B Negeri which is the supervisor of Medan includes preliminary activities, core activities, and closing activities. Preliminary activities consist of 4 stages, namely orientation, apperception, motivation, and giving references. The core activity stage consists of several aspects, namely learning models and methods, learning media and tools, and learning resources. Based on the results of the interviews, it is known that the learning models and methods that are often used by teachers are: visual learning models, and expository learning with learning methods such as interactive lectures and discussions, while the strategy used is the repetition strategy. The use of learning media teachers uses visual-based media such as pictures of historical figures, documentary videos, historical films, and concept maps. The main learning resource used by teachers and students in the Social Sciences book specifically for the deaf was published by the Ministry of Education and Culture in 2016. In closing the lesson, the teacher opens a question and answer session, students can ask questions about material that has not been understood. Next, the teacher concludes or summarizes the learning material and provides motivation and advice.
3. The obstacles that occur in learning history at SMALB-B Pembina Medan include: (1) teachers teach not according to their scientific disciplines so that teachers have difficulty in mastering the historical material that will be taught to students; (2) the intellectual abilities and emotional intelligence of students are different so that teachers find it difficult to carry out the learning process; (3) limited facilities in the school environment make the learning process difficult for teachers to carry out optimally because facilities such as social studies laboratories do not exist, and the availability of LCD projectors is limited. Efforts made by teachers in overcoming obstacles to history learning include: (1) teachers use the internet, libraries and learning tools and media available in schools to overcome limited learning resources; (2) individual guidance outside of subject hours with deaf students to overcome intellectual differences; (3) teachers regularly participate in activities to broaden their horizons and improve their skills in mastering the required competencies. In addition to these activities, the teacher also often discusses with his colleagues the subject matter that has not been mastered.

References

1. Balitbangham. (2014). Pemenuhan Hak Atas Pendidikan Bagi Anak Di Indonesia Dalam Kerangka Pendidikan Inklusif. <http://www.balitbangham.go.id>
2. Dedy, K. (2012). *Pendidikan Inklusif dan Upaya Implementasinya*. Luxima Metro Media.
3. Republik Indonesia. (2003). Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional RI Tahun 2003. Jakarta.
4. Alfajri. (2006). Problematika guru yang bukan berlatar belakang pendidikan luar biasa dalam memberikan proses belajar mengajar di SLB-C Yayasan Sumber Dharma Malang. Program Psikologi Pascasarjana, Universitas Muhammadiyah Malang. Tesis.
5. Tahmid, F., & Hariyanto. (2012). Kendala pembelajaran IPS pada ssiwa kelas XI SMALB Tunarungu di SLB Negeri Semarang Tahun Ajaran 2011/2012. <https://journal.unnes.ac.id/sju/index.php/edugeo/issue/view/38>
6. Suprijono, A. (2010). *Cooperative learning*. Pustaka Media.

7. Mulyasa, E. (2007). *Standar kompetensi dan sertifikasi guru*. PT. Remaja Rosdakarya.
8. Harsanto, R. (2007). *Pengelolaan kelas yang dinamis*. Kanisius.
9. Wardani, D. K. K. (2002). *Pengantar pendidikan anak berkebutuhan khusus*. Universitas Terbuka. Pamulang.
10. Arsyad, A. (2006). *Media pembelajaran*. PT Raja GrafindoPersada.
11. Sardiman. (2014). *Interaksi dan motivasi belajar mengajar*. PT. Raja Grafindo Persada.
12. Majid, A. (2014). *Penilaian autentik (proses dan hasil belajar)*. Remaja Rosdakarya.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

