



Dance Learning Methods for Deaf Children at Junior High School During the Covid-19 Pandemic

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Abstract. The purpose of this article is to describe the approach to dance learning for deaf children in inclusive classes in limited face-to-face learning or in Indonesian it is called Pembelajaran Tatap Muka (PTM) *terbatas*, The Covid-19 pandemic has had an impact on the teaching and learning process in education units, including in Sukabumi. The learning process of deaf children at SMP Kalapanunggal Sukabumi must be carried out through PTM *Terbatas*. Meanwhile, in the learning process, deaf students are more difficulty than normal children because they have hearing loss so deaf children need the right approach to learning in PTM *terbatas*. The research method used is a qualitative approach with a descriptive analysis method. The data sources of this research were teachers and students of SMPN 1 Kalapanunggal Sukabumi. Collecting data using observation, interview, and documentation study techniques. Data analysis was carried out by triangulation. The results of this study indicate that the learning process using the Contextual Teaching and Learning (CTL) approach method in the PTM process is limited. This method can motivate deaf children in inclusive classes to be creative in dance during the pandemic. Dance creations are depicted through students' responses to the environment, including exploration of dance movements such as trees, flying birds, leaves blown by the wind, and others.

Keywords: Dance Learning · Deaf Children · Inclusive Class

1 Introduction

The Covid-19 pandemic has resulted in schools not being able to carry out the face-to-face learning processes that are appropriate. So it has a serious impact on the whole learning process in schools. One of the impacts is that children's potential in cognitive, affective, and psychomotor aspects cannot develop according to what is expected, including for deaf children. Deafness is someone who has hearing loss which includes all gradations of light, moderate, and very severe, which disrupts the process of obtaining information or communicating language [1]. Therefore, good learning for deaf children is to facilitate the learning process that is rooted in their abilities [2].

Motor development in deaf children is well-developed, and biological maturity develops in rhythm with the motor. This confirms that deaf children have the same opportunities in dance learning materials if the learning methods used are relevant to the

self-potentials of deaf children. The lack of a face-to-face process at school makes it difficult for teachers to make learning with visual and tactile stimuli that can facilitate the learning process of deaf children caused of distance limitations so that it causes deaf children to not be able to undergo the proper learning process. In dealing with more serious impacts during the pandemic, the government provides a solution through a policy issued on September 10, 2021, in which the government provides opportunities for certain educational units to carry out limited face-to-face learning or in Indonesian, it is called Pembelajaran Tatap Muka (PTM) *terbatas* with permission from the local government. In response to this, SMPN 1 Kalapanunggal Sukabumi made the best possible use of the opportunity given to do PTM *Terbatas* in schools. SMPN 1 Kalapanunggal Sukabumi is a school in the Sukabumi district where in one of its classes there are children with special needs so in the learning process an inclusive learning approach is required. Inclusive education is an educational model that includes children with special needs learning together with their peers in public schools, and in the end, they become part of the school community. Therefore, the developmental process of deaf children and normal children, in general, must go hand in hand, although the result will be different [3].

Implementation of the PTM *Terbatas* program in inclusive schools in dance learning requires appropriate learning methods so that the skills of all students can develop, including deaf children [4]. Failure to provide learning services for deaf children is caused by improperly implemented learning programs. One of them is the inappropriate learning program that is not following the conditions and abnormalities of each student. The learning method is a way of presenting the subject matter carried out by the teacher to create a learning process for students in achieving the goal [5]. This makes researchers interested in studying more deeply related to the learning methods used in dance lessons for deaf children at the junior high school level in inclusive classes in the implementation of PTM *terbatas* due to the Covid-19 pandemic.

2 Literature Review

In general, deaf children can be interpreted as children who cannot hear [1]. Related to the function of visual and tactile stimulation in dance learning Visual stimuli can arise from images, statues, natural objects, masks, and so on which can then be visualized in the movements obtained. Stimulation of touch is obtained from the touch of a particular object. Often the tactile stimulation produces a kinesthetic response which then becomes the motivation for dance movements, for example, the soft feeling of a velvet cloth can give the impression of softness in the quality of the motion [6]. The learning method is a method used by teachers in building relationships with students during learning activities [7]. The learning method is a way of presenting subject matter carried out by the teacher to create a learning process for students in achieving goals [5]. Then the learning method is structured learning steps so that it can facilitate the learning process so that it runs well and according to needs, especially for deaf children in inclusive classes.

3 Research Methods

Based on the title of the research, the type of research used is the descriptive qualitative method. Qualitative descriptive research is intended to reveal a fact or empirically objectively and scientifically based on scientific logic [8]. Then the researcher explained the research results in the form of a research report in a straightforward manner as it is. Sources of data in this research are teachers and students. The data collection techniques used were observation, interviews, and documentation studies. The description of the stages of the research to be carried out is as follows: (1) Pre-research consists of preparing the research design, selecting research sites, obtaining research permits, exploring and assessing research locations, selecting and utilizing informants, and preparing research equipment.; (2) the implementation of the research, this research will be carried out in 4 meetings, in each meeting the data collection is carried out through observation, interviews, and documentation studies; and (3) reporting of research results. Reporting of research results is done by analyzing all the data obtained during the implementation of the research.

4 Results and Discussion

SMPN 1 Kalapanunggal Sukabumi is located at Jalan Kalapanunggal, Mekarsari Village, Kalapanunggal Subdistrict, Sukabumi Regency, West Java 43354. SMPN 1 Kalapanunggal is the first public junior high school in Kalapanunggal Regency. The school was founded in 1981, at that time it had 1 grade for Grade 7. Over time this school continues to develop by itself, as evidenced by the slowly but surely increasing number of students, teaching staff, rooms, and other facilities this school has begun to develop into a quality educational institution, which is equivalent to other state educational institutions. Currently, this school has around 25 teachers for all subjects, seventeen of whom are civil servants.

SMPN 1 Kalapanunggal accommodates students from the Kalapanunggal and surrounding areas, especially if the government accepts new students, this school dominates students living in the Kalapanunggal sub-district. When the government imposed a limited face-to-face learning system, SMPN 1 Kalapanunggal responded to the instructions by reducing the duration of face-to-face schooling. Meeting from 3 h of lessons to 2 h of lessons with an hourly duration of 30 min, consequently learning is only carried out for 60 min in one meeting. According to Mrs. Wiwi Widarti, the subject of cultural arts with dance material in a short time becomes a big challenge for a teacher because dance subjects cannot only learn theory but must practice. So difficult to achieve cognitive, psychomotor, and affective. Moreover, in grade 8c some students are deaf and must get proper treatment so that they are not demotivated in the learning process. In the research process the teacher introduced to all students that in the art learning process, I as a researcher would document the learning process.

In the conditions in class during the first meeting in class 8C the teacher instructed all students to make study groups. Syahrir also joined his chosen group. The teacher asks all students to warm up outside the classroom and see the atmosphere in the classroom. At this stage, the teacher stimulates all students, including deaf children, to observe

their surroundings. Students are encouraged to write down what they see outside the classroom, this stage is suitable for deaf children because deaf children can receive the visual type of learning stimulation. Then students implement what they see and write in the form of simple movements, for example seeing a bird fly, the movement being explored imitates a bird dance. Normal students and deaf students share their movements. The group of Syahrir (deaf children) made bird movements, trees were blown by the wind, and cats walked.

At the second meeting, the teacher instructs students to recall what they have explored previously. Students with hearing impairment are allowed to display their movements. Then the teacher distributes tissue, cardboard, and sandpaper. The teacher visits the whole group. All students are instructed to touch all kinds of paper. For deaf children, touch stimulation is the right type of stimulus in learning for deaf children. Then the teacher gives instructions to all students to distinguish the characteristics of the paper, then the students classify the paper into fine, medium, and rough. In the end, the teacher explained that in the dance movements there are smooth, medium, and strong movements. At this stage, the teacher provides power in dance movements.

Then In the third meeting, the teacher instructs students to recall what they have explored before. Students with hearing impairment are allowed to display their movements. Then the teacher distributes tissue, cardboard, and sandpaper. The teacher visits the whole group. All students are instructed to touch all types of paper. For deaf children, touch stimulation is the right type of stimulus in learning for deaf children. Then the teacher gives instructions to all students to distinguish the characteristics of the paper, then the students classify the paper into fine, medium, and rough. In the end, the teacher explained that in dance there are smooth, medium, and strong movements. At this stage, the teacher provides power in dance movements.

At the fourth meeting, the teacher instructs a group of students to display the results of the exploration of motion in the previous meeting. The group that is shown is not a group that contains deaf children. The reason is that deaf children must feel the same situation as normal children, such as showing and being appreciators. At this meeting, the teacher instructs the whole group to combine movement with elements of energy, volume, and level followed by arranging movements. After compiling the movements, all students show their work. At the end of this meeting, the teacher provided cooling of learning by motivating all students that all humans have the same potential to develop, including Syahrir, a deaf child who has difficulty learning to hear and speak. Then the teacher gave the task the students to write down impressions and messages after learning to dance. In the learning process in the classroom with a PTM *terbatas* system, the teacher is not dominant with demonstrations or lecture methods at the beginning of learning, but the teacher begins the learning process by analyzing activities outside the classroom, where they find small or large phenomena that occur in the real world. So that students can find their learning concepts before carrying out the practical process of learning dance. Then the learning process can also encourage normal students and deaf children to apply ideas that have been obtained previously to dance moves. The process of mutual discussion and mutual appreciation increases students' ability to respect their opinions and appreciate the work of others, especially respecting deaf children in their work.

The results of the learning process can improve the three aspects of student skills, by providing a stimulus to real phenomena, students can understand the learning objectives including the cognitive, affective and psychomotor aspects (Table 1). This is because the teacher in the inclusive class at SMPN 1 Kalapanunggal uses the Contextual Teaching and Learning method, which is a method that connects the learning process with real phenomena.

The table above explains that contextual learning can make the learning process very effective in achieving learning outcomes because the approach used is relevant to the needs of the class, supported because the learning process is not rigid and does not always suit the needs. Information teacher. This approach can be well received by deaf children (syahrir) in the inclusion class because their analytical skills are the same as other normal students. Learning through experience has the potential for students to gain learning, this is because everyone gets different and the same experiences, one of which is in analyzing the behavior of animals such as butterflies from deaf children to normal children, the basic understanding is of course the same as with butterflies that have wings and can fly, so the exploration is not much different, so dance learning can take place from the exploration stage to the dance performance stage. Of course, the experience of seeing can be possessed by deaf children who have difficulty absorbing information through hearing, but the potential for absorbing information through sight can be utilized.

Contextual learning is a learning concept that helps teachers connect subjects with real-world situations and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers [9]. Therefore dance learning using the Contextual Teaching Learning approach helps the dance learning process both in the cognitive and psychomotor aspects in an active and fun way for both deaf and normal children in inclusive classes.

Table 1. Learning outcomes in inclusive class at PTM terbatas.

No	Aspect	Explanation	Result
1	Cognitive	Students are expected to be able to think critically in analyzing phenomena in the real world and writing down the results.	Students are capable of critical thinking
2	Psychomotor	Students are expected to be able to implement the findings of real phenomena in dance movements. So that it can hone the creativity of students	Students are creative in dance moves based on the ideas that have been obtained
3	Affective	Students are expected to be able to mutually respect the opinions and work of others in learning.	Students are able to respect each other like normal children and deaf children when in the discussion process and when appreciating.

This learning method is considered suitable for use in PTM *terbatas* systems during the Covid-19 pandemic which can help the learning process effectively and does not take up much time.

5 Conclusion

In the dance learning method for deaf children in the inclusive class of SMPN 1 Kalapanunggal Sukabumi, in its implementation, the teacher uses the Contextual Teaching and Learning (CTL) method during the COVID-19 pandemic. In the learning process at each meeting, the teacher associates real phenomena with learning to dance. Like dancing like birds, cats, and trees in the wind. In the learning process in inclusive classes, the teacher uses pictures or stimuli visual and paper or tactile stimuli to all students, because it adapts to the abilities of deaf students in the classroom. At the end of the meeting, through the CTL method, students were instructed to rewrite the values they had learned from their type of dance work, this was done by the teacher to hone the students' analytical skills. In this method, the teacher can connect the material being taught with real-world situations so that the dance learning process is not so verbal as well as making it difficult for deaf children to understand the context of the learning process. The CTL method makes learning more effective even though it is in PTM *terbatas* time, so it can make it easier for deaf children to improve the psychomotor, cognitive, and affective aspects in a short time, by government policy regarding PTM *terbatas* processes during the Covid-19 pandemic.

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