Utilization of Digital Based Media in Dance Learning for Deaf Students in Inclusicve Elementary School

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Abstract—**Learning dance in some elementary school inclusion has a significant difference with learning in elementary schools in general. In school in general students are physically normal, but in inclusive schools there are students who have limited abilities. One of them is students who are deaf. It is known that the learning of dance is not far from the role of music, which is to accompany a dance. Automatically there are obstacles experienced by students who are deaf, because they are unable to listen to the accompaniment of dance properly. This is what the dance teacher needs to pay attention to in teaching dances for deaf students. During this time the teacher only uses symbols in dance learning by giving certain cues so that they can be understood by deaf students when they dance. In addition to giving orders, dance teachers in this case need to give a touch to their hearing through digital media by providing hearing aids that are supposed to be able to minimize their weaknesses. These tools are not only to listen to the sounds around them, but can be filled with dance accompaniment or songs that can be heard by students. The purpose of giving a hearing aid to deaf students is to improve dance learning for deaf students independently. Because this tool can be taken anywhere and can learn whenever they want, like at school and at home.**

Keywords—digital based media, dance learning, deaf

I. INTRODUCTION

Learning dance is an art that requires the ability of the sense of hearing and sense of sight. Especially the sense of hearing is needed to listen to accompaniment when dancing. Usually related to the aesthetic element of dance, namely wirama. Wirama is a way for dancers to be able to adjust their rhythm with dance movements This is not a problem for students who do not have physical abnormalities, especially hearing aids. Whereas for students who are defable for deaf or deaf, this is an important problem in dance learning.

This requires the ability / skill of the teacher in teaching dance and providing representative learning media needed by deaf students, so that it can be implemented properly in accordance with the learning objectives. In the teaching and learning process, teachers are expected to be able to use modern learning media and make students better understand and be able to understand what is conveyed by the teacher. Digital-based multimedia learning media that are considered very effective for fluency in the learning process. The media is used as a communication tool for students and teachers, so that what is taught by the teacher can be well received and can listen to the accompaniment of the dance to the maximum.

Communicating with deaf people may be a challenge for the teacher. The teacher must have a way of how so that deaf students can participate in dance learning as well as normal students in general. Therefore, to facilitate communication in dance learning, digital-based media are needed for blind students. Although sign language makes deaf people feel more comfortable than having to pay attention or read the lips of the other person, the digital-based media can overcome the difficulties and weaknesses that students experience. The role of the school itself needs to provide the media to provide convenience for deaf students and support dance learning, other learning that is really needed.

II. INSTRUCTIONAL MEDIA

Learning media according to Lesle J. Briggs in Riana [3] states that learning as "the physical means of conveying instructional content books, films, videotapes, etc". The meaning of the statement is that the media is a tool to give stimuli to students so that the learning process occurs.

Heinich in Arsyad [1] explains that the role of media in learning has the following effects: 1) Media can broadcast important information; 2) Media can be used to motivate students at the beginning of college; 3) Media can add enrichment in learning; 4) Media can show relationships; 5) The media can present experiences that cannot be shown by the lecturer; 6) Media can help individual learning; and 7) The media can bring things that are outside into the class. Whereas Leshin in Arsyad [1] argues that the role of media in learning is: 1) Generating learner motivation; 2) Repeat what students have learned; 3) Stimulating students to learn passionately; 4) Activating student responses; and 5) Immediate feedback is obtained from students.

III. MULTIMEDIA LEARNING MEDIA

Supporting media in learning Art in elementary schools is very diverse, but in this study focused on

multimedia learning with the basic material of motion and expression and in appreciating works of art. In Sutrisna [2], there are several weaknesses and advantages of multimedia learning media. The advantages of multimedia learning media are making learning more interesting, both for all students because they can hear and see, can display graphics, pictures, stories, or diagrams, make learning more varied, can be slowed down and repeated, can be used not only for one person, And it can be used to provide feedback. Whereas adala weakness is often regarded as TV entertainment. The activity of viewing audio-visual is a passive activity. Using video means using two units of devices, namely VCD / DVD and TV monitors, compared to other media, namely the price is relatively expensive, not easy to carry and need electricity, if used by students the possibility of damage is fast, students cannot see quickly the parts that have been aired or missed.

IV. RESULT AND DISCUSSION

Deafness is a term that refers to the condition of a child's hearing or ear dysfunction. Kahilla (2009) defines that deafness is someone who has a lack or ability to hear either partially or completely due to the malfunctioning of part or all of the hearing instrument, so that he cannot use his listening device in his daily life which has a complex impact on his life.

This condition causes them to have distinctive characteristics, different from normal children in general. Some characteristics of deaf children are given in terms of physical, language, intellectual and socio-emotional. Characteristics of deaf people are deaf characteristics in terms of emotions and social, egocentrism that exceeds normal children, have a fear of the wider environment, dependence on others, their attention is more difficult to divert, they generally have a nature that is plain, simple and without many problems , They are more irritable and easily offended (Kahilla, 2009).

Learning media used by deaf students in art learning are Auditor Stimulation media. Media stimulation auditoria means the sound used to provide a stimulus. It is further explained that media stimulation auditoria is a learning media created for people with hearing impairments to provide stimuli in the form of various kinds of sounds in order to provide convenience in capturing what is meant by the interlocutor. Media auditory stimulation there are several kinds, namely Speech Trainer, Musical Instrument, Tape recorder, Various sound sources (natural, human animals), Sound System, and Media with auditory amplification system.

Dance learning for deaf students is best to use media with a hearing amplification system including Cochlear Implants, loop systems and Hearing Aid. Here's the description:

A. Cochlear An Implant is an electronic device that is inserted surgically to give a sound to someone who is deaf or hearing. Cochlear implants are often held "bionic ears".

B. Loop System is a hearing loop (sometimes called an audio induction loop) is a special type of sound system for use by people with hearing aids. The hearing loop provides a magnetic signal, the wireless signal that is picked up by the hearing aid when it is set to the 'T' (Telecoil) setting.

C. Hearing Aid is a hearing aid that has 3 main elements, namely: microphone, amlifier, and receiver. This tool is used faster for deaf children with conductive hearing abnormalities. Similarly, assistive devices will be more effective if used in accordance with a systematic education program taught by professional teachers who are able to integrate the knowledge of children with special needs with knowledge of audiology and language pathology. Deaf children who use hearing aids are expected to be able to choose which sounds are needed and where the facial expressions and lip movements of the teacher (speech therapist), so deaf children can practice capturing the meaning of what the teacher and others say.

V. CONCLUSION

Learning dance at elementary school inclusion for students who are deaf is needed effective learning media to be balanced with hearing normal students. The learning media are digital based media in the form of auditory stimulation. These media with auditory amplification systems include Cochlear Implants, loop systems and Hearing Aid. The purpose of using these three media is very effective to provide convenience to deaf students in learning dance, namely in playing the accompaniment of dance and adapted to their movements.

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