

The experience of interacting: Learning communication for deaf students

Linangkung Diah Ayu Rengganis¹⁾, Asep Suryana¹⁾, Uud Wahyudin¹⁾, Sri Eka Yati^{2)*}, Budi Santoso²⁾

¹⁾Program Studi Ilmu Komunikasi Universitas Padjadjaran

²⁾ Political Communication Studies Stisipol Chandradimuka Palembang Sumsel

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Abstract

In the school environment in addition to studying teaching materials, deaf students also explore a variety of vocabulary. Teachers have a more role, in addition to helping students' understanding of communication teaching materials, it is also needed as a means of enriching vocabulary, including honing students in understanding oral communication, namely reading lip movements. The hope is that when deaf people can understand vocabulary and sign language, communication with sign language becomes equivalent to vocal communication in general which can make them confident in communicating with anyone. During the process, everything cannot be separated from the teacher's intervention in educating, exposing the material, and honing the potential of his students. Based on this phenomenon, researchers will examine the meaning of learning communication in teachers towards deaf people as research objects. This study aimed to determine the learning communication experience of deaf students at SLBN Cicendo, Bandung. It uses Symbolic Interaction Theory developed by George Herbert Mead as a guide. The approach used in this study is qualitative with a phenomenology method. The data in this study were obtained through observation, in-depth interviews, and a literature study. The results of this study indicate that learning communication in deaf students begins with the things closest to the children. These things can be experiences or what the child is thinking. The teacher as a teacher will lead the opinion on the material to be taught at that time. Then the teaching given is also adjusted to the abilities possessed by each child. The conclusion of this research is the provision of teaching materials to deaf students guided by individual learning. How to find out the best learning techniques for deaf students are obtained through the experience of interacting between classroom teachers and students.

Keywords: learning communication, individual learning, deaf students, Symbolic interaction

Introduction

Communication is one of the most fundamental things in human life. Every individual cannot interact without communication. Therefore, the position of communication has an essential role in the survival of social life. In the communication process, social contact occurs by delivering, receiving, and interpreting messages from communicators to communicants, both verbally and nonverbally. Effective communication can determine the success of communication itself. The success will be interpreted as the same or similar by the communicant to what the communicator wants. However, not all communications are carried out following what is expected due to several factors or obstacles often encountered, both caused by internal and external factors.

Not all individuals have good abilities in delivering or receiving messages. Several internal factors influence this, such as physical health problems experienced by individuals. Deaf people, for instance, certainly have their challenges and ways of communicating. Deaf comes from the word *tuna* which means less and *rungu* which means to hear. So what deaf people say is people who can't hear or are incapable of hearing (Efendi & Inayati, 2020). Deafness is divided into two categories, namely deaf and hearing loss. Deaf persons are those whose sense of hearing is damaged at a severe level so that their hearing is no longer functioning. The experience of interacting: Learning communication for deaf students While hearing loss is when a person's sense of hearing is damaged but can still function to hear, either with or without hearing aids. Deafness is a general term that denotes hearing difficulties ranging from mild to severe.

*Corresponding Author:

E-mail: sriekayati09@gmail.com

Deaf people have lost the ability to hear, hindering the process of language information through hearing (Winarsih, 2007).

From these two understandings, it can be said that a deaf person is someone with a hearing impairment, both in severe condition, which cannot hear at all or in mild condition, which can only hear at a low volume (not sound as normal as it should be). These two conditions can hinder their communication development. Therefore, deaf people need special assistance and guidance in the world of education, especially in reading and language skills, according to the level of deafness experienced by students (Arumsari, 2021). Deaf people are usually new to sign language and are starting to know much vocabulary in unique or special schools. If others are not used to it, especially people who are deaf from birth, it will be challenging to know much vocabulary if they do not go to school. In special schools, teachers teach vocal vocabulary, which is then applied in sign language using the SIBI (Indonesian Sign Language System), which has become a government standard in special schools at the formal level. At this point, education for deaf people is significant, especially to improve deaf people's ability in communication activities.

According to Onong Uchjana Effendy (2003), education is communication in the world that involves two components: the teacher as a communicator and the student as a communicant. The difference in physical conditions between teachers and students with hearing impairments certainly has its challenges and ways of communicating. Deaf students will need more time to assimilate the new language of their subject. Teachers and students are two components that can be analogous to the theory of mutualism symbiosis, namely the role that is mutually beneficial to one another. If only one component is active, it will certainly not produce an impact that maximum. In return for the good communication skills of the teacher, students as learners should also have the ability to communicate well to the teacher. Communicative interactions like this will bring comfort to students in learning and teachers in teaching so that it has a positive impact, one of which is increasing students' willingness to be active in participating in teaching and learning activities in schools (Putu, 2019).

In the school environment, in addition to studying teaching materials, students also explore a variety of vocabularies. Here the teacher has more roles. Besides helping students understand the communication teaching material, it is also needed to enrich vocabulary, including honing students in understanding oral communication and lip reading. When these deaf people can understand vocabulary and sign language, communication with sign language becomes equivalent to vocal communication in general, making them confident in communicating with anyone. During the process, everything cannot be separated from the teacher's intervention in educating, presenting the material, and honing the potential of their students before entering the real world. Based on this phenomenon, researchers not only examine communication through cue symbols or props but more than that researchers will examine the motives, experiences, meaning of learning communication in teachers towards deaf people as research objects. This research Communication that is the subject of research is a method or way for teachers to deliver material. The delivery of material carried out by hearing teachers to deaf students has two functions, namely as a manifestation of student understanding as well as enriching vocabulary so that students' ability to communicate also develops. The results of this study are expected to be able to contribute to communication science, especially educational communication in interpersonal relationships with teachers to deaf students.

Researchers use the kinesic theory proposed by Ray Birdwhistell about body movement. According to Birdwhistell, everyone knows how to send and receive messages in interpersonal communication. Humans choose many ways and channels to convey and receive messages in interpersonal relationships. All kinesic movements, namely body and limb movements in non-verbal contexts, represent words in verbal language structures (Taufik, 2015). Cassirer (in Yurisma & Bahrudin, 2020) mentions that interpreting symbols more broadly. He said symbolic forms exist in language, art, and religion. These forms can take the form of language such as stories, proverbs, verses, rhymes, or parables. The shape of the emblem or symbol can also take the form of gestures or dance. In addition, it can also be in the form of sounds or bunyibunyan such as songs or music. The essential connections in his discoveries about bodily activities and language, he uses the

analogy paradigm of kinesic linguistics as follows: in the original study of body movement in its context, all kinesic systems become apparent in their fantastic form, like the presence of words in a language. Birdwhistell has grouped several movements called kinetics to prove his research. A kine is an abstraction of behavior inherited from one person to another in the same group. It means that each group has regularity in body movements and these movements are the characteristics of the group, so each group has rules and procedures for the institutionalization of its group members. As a result, if there are several groups, each group gives a different meaning to the same kines. There are three levels of use of kinesics, namely (1) pre-kinesics, the activity is a representation of the behavior of a particular social group; (2) micro kinetics, which is a study that examines units of kinesic behavior explicitly; and (3) social kinesics, is the study of kinesic behavior in specific social contexts (Liliweri, 1997).

There is a connection with this study where teachers and students use many nonverbal languages in teaching and learning activities. The results of using this theory will be described clearly by paying attention to verbal and nonverbal aspects. As stated by Ray L. Birdwhistell, perhaps no more than 30% to 35% of the social meaning of a conversation or interaction is done with words, and the rest uses non-verbal messages. Thus, research on kinesic studies reveals in depth the study of nonverbal language without neglecting verbal language in the analysis process.

Method

This research method uses a qualitative approach with the phenomenology method. (Cresswell, 2008) defines it as an approach or search to explore and understand a central phenomenon. The researcher interviewed the research participants to understand the main symptom by asking general and broad questions. The information submitted by the participants was then collected. The information is usually in the form of words or text. The data in the form of words or text are then analyzed. The analysis results can either be in the form of narratives or themes. The researcher interpreted the data to capture the most profound meaning.

Meanwhile, the qualitative approach treats participants as real subjects and not objects. It is where participants find themselves valuable because the information is beneficial. Understanding the phenomenology methodology will be more transparent by following the concepts of Schutz. Schutz started his thinking by saying that the object of social science research is related to the interpretation of reality. Understanding achieved at the personal level is a personal construction of reality or the construction of subjectivity. Phenomenology also seeks to reveal the meaning of one's experience. In the idea of learning and teaching. The phenomenological approach sees that there is a link between the student with the teacher and the student with the material studied. The relationship between teacher and student, in the learning process is directed at revealing the truth of human existence (Ainiyah, 2016). The phenomenological method, then, is used to reveal the experiences conducted by the teachers at SLB Cicendo in delivering material in the classroom. These experiences can form new knowledge that can affect the interaction between teachers and students. Of course, by using the phenomenological method, the author hopes to discover how a teaching experience in the classroom can open up a teacher, seen from the aspects of attitude, communication, personal openness, and empathy.

This research also applied the Symbolic Interaction Theory of Herbert Blumer. Symbolic interaction is an ideology that states that the essence of social interaction between individuals and between individuals and groups, then between groups and groups in society, is due to communication, a unity of thought where previously each of those involved took place internalization or inner self (Effendy, 1989). In symbolic interaction, there is a process of making meaning in group communication. Group communication occurs between several people in a tiny group, such as in meetings and conferences. The idea that social reality arises through the process of interaction is of great importance in the theory of symbolic interaction. The theory of symbolic interaction goes deeper than the real forms of interaction (Hutapea, 2015). Following the theory of symbolic interaction, the truth of the data presented in this study is subjective because the data

presented are in the form of facts that exist in the field without having absolute limits. After all, communication symbols are flexible and unique things.

Primary data were observation and depth-interview results. Observations were carried out using the participatory model. In participatory observation, according to Sugiono (2011), in addition to making observations, researchers also do what the informants do. It is hoped that the data obtained will be complete and sharp, and know the level of meaning of each behavior that appears. The author will also use literature sources from books, e-books, and journals related to the topics raised as data reinforcement and compare book sources with actual field conditions.

To determine which teacher will be interviewed, the author used school data containing teacher data who has been teaching at SLB-B Cicendo for more than ten years. It is because in that period of time a teacher has gone through the honorary stage or non-permanent employees, then until finally appointed as teachers remain at SLB Cicendo. Therefore, the experience gained is more is unique, because the period of time is not short as well as the adjustment process which is not instantaneous.

Researchers asked eight people to be the key informants for the interviews as research subjects. The first informant was Mr. AS, who taught at SLBN Cicendo for 28 years. The second was Mrs. AMP, who taught as a class 8 B teacher. The third was Mrs. RR, who held two roles: research development and curriculum manager and a 6th-grade teacher. The fourth informant was Mrs. S, a 10th-grade class teacher and speech therapist specialist who ultimately facilitated the adaptation process with deaf children. The fifth piece of information was Mr. Tq, an Islamic religion teacher who teaches small to large classes. The sixth was Mrs. DM, a grade 12 teacher and public relations officer at Cicendo SLBN with an educational background in PLB A or Special Education for the Blind. Then, Mrs. SM, a grade 7 teacher who has served for 28 years at SLB Cicendo. The last informant was Mrs. BK, a PKPBI class teacher of Communication Development, Perception, Sound, and Rhythm.

Researchers used data analysis techniques from Stevick-Colaizzi-Keen to presents data that has been obtained from the results of in-depth interviews with Informant. The first stage of this analysis technique is to describe the complete events or phenomena experienced directly by informants. After that the researcher will record any relevant statements from the results of the interview between the researcher and informant with research questions. Then the researcher makes the units of meaning, Then researchers try to group each unit of meaning into a specific theme. The researcher seeks to reflect his thoughts through a full description and trying to find the meaning of each question. After the researcher has done this to all informants, the investigator will try to make a thorough explanation of each meaning that can be obtained.

The object of this research is the communication of learning in deaf students in junior high school at SLB-B N Cicendo Bandung City. The research subjects in this study were teachers at SLB-B Cicendo who taught at the junior high school level. This subject was chosen because, in the school environment, especially SLB Cicendo, students have become a little more independent in communication skills, articulation adjustments, and acceptance of teaching materials at the junior high school level.

Results and discussion

Learning Communication Motives

Each informant, of course, has different motives regarding the communication of learning to students with special needs. Starting from various motives that encourage informants to choose the Special Education (PLB) major because of their family members and neighbors with special needs, some think the PLB major is still a little interesting, causing curiosity and challenges and adding insight. Then some things make informants feel comfortable teaching deaf children when they can master the sign language that has been taught, and also teachers feel comfortable teaching because deaf children intelligently have normal abilities. The goals to be achieved by the informants

vary according to their background as teachers, but the most dominant goal is to be able to develop children's abilities/potentials and teach children independence. Adinda said, *"Apart from being a teacher, I want to have great benefits for children with disabilities. They want to create jobs for them." so it is me. The goal is later, not later. Who knows, tomorrow it will be achieved, right?*

According to Alfred Schutz on the theory of motivation. Motives are divided into two: *because of motives* and *in order to motive*. *Because Motive* refers to past orientation, which is everything that was the reason for past actions, while *motive* is oriented to the present. Namely, the goals to be achieved with sustainable reasons or related to reasons from the past. Following the interviews with interviewees, the motives formed today are based on past events, which eventually became a reason for choosing to take particular education concentrations. Most interviewees had a condition where they knew someone with special needs. This incident encouraged several people to explore the science of special education further. Because at that time, it was challenging to go to school with special needs because they could not attend public schools. This condition is the reason and goal of the informants to provide the best education for children with special needs, namely children with hearing impairment.

Learning Communication Experience

The difference in the length of teaching between one informant and other informants indeed results in different experiences when teaching deaf children. The explanation includes things that must be considered when informants teach in class, from preparing materials and media, conditioning children, using teaching media, and praying before learning. For example, Ibu Dini told about one child named Khairul, a child who is deaf plus who received special treatment. She said, *"Focus. If you are a mother, this is more focused. Later, there will be many unexpected things because your child has Khairul. There will be many unexpected things."* A deaf person should be able to express himself. Verbal expressive language skills will be able to develop through regular practice, using appropriate approaches and methods, and support from all parties (Irwanto et al., 2018).

The method applied in teaching uses the Maternal Reflective Method (MMR). This method applies to learning through everyday conversation, namely the things closest to the child. The events that the child does are then communicated. Some children prefer direct practice. Furthermore, involving children creates an interactive and fun atmosphere. Besides that, some use visual methods such as religious materials that require live shows. Learning video media is one of the media that can be used in learning to listen, imitate, and distinguish. This learning video media is expected to help deaf students improve their abilities in learning, especially learning to read words, and it is hoped that children will not get bored quickly and they can read or imitate the words exemplified in the video and know what words they read (Lestari & Zulmiyetri, 2019).

Most informants did evaluations/tests to measure children's abilities, but some informants tested by assessment, some directly asked the children, and some even did the test through sound by covering their hands in front of their mouths. The point is that children do not read mouths. More active students dominate the division of the roles of teachers and students in the classroom, and if there is new material delivery, the informants will be more dominant in their communication in the classroom. The inculcation of values and norms in the classroom is conveyed through religious learning, giving direct examples of how to behave, behave, and speak. There is also a way of discussion, and role-playing, taught by peers or peer teaching.

Various kinds of obstacles or problems that occur when teaching are experienced by each informant differently. Some find it difficult when they want to communicate to explore children's knowledge because the child's vocals do not come out, and the use of sign language is too fast. The SIBI national standard determines language difficulty at school, but sometimes deaf children have their language, namely BISINDO. Several informants also admitted that the problem occurred during class conditioning. It usually occurs in small-grade children, namely chatting while learning occurs. The way to overcome differences in children's abilities in the classroom is to provide individual services and differentiate practice questions. When viewed from the interview results, these two things are interrelated. The informant, as their teacher, will provide individual services where there are far enough different abilities. Such as private, additional lessons, additional

assignments, or additional treatment. It could also be by providing specialist teachers to children and holding special classes.

Learning Communication Meaning

After conducting interviews, observations, and occasionally talking with teachers at SLB Cicendo Bandung, there are at least three meanings to learning communication. Namely, the role of the teacher, the role of people who influence children's learning, and the attitudes children show in class.

The eight informants interviewed by the researcher revealed that the role of classroom teachers in learning is more dominant than subject teachers or lab teachers. Class teachers have significant responsibilities related to children's development, potential, abilities, communication with parents, monitoring children's behavior, and controlling children's attitudes. One of the results of an interview with Mrs. Beti, a PKPBI class teacher, stated, *"The point is, I want to return to my homeroom teacher. It must be triggered. Correct communication and involve parents."* It can be said that the role of classroom teachers in the development of deaf children plays a significant role because they can achieve all aspects and also have a great responsibility in directing children to become better individuals.

An effective educator, not only effective in learning activities in the classroom (transfer of knowledge), but more so in his personal relationships and "modeling" (transfer of attitude and values), both to students and to all members of the school community. Humanist education emphasizes that education is first and foremost how to establish communication and personal relationships between individuals and between individuals and groups within the school community (Mahadi, 2021). Then when the researcher asked Ibu Santi about how open children were with Ibu Santi during the lesson, Ibu Santi admitted that children were also very open and sometimes even more open with their parents. *"Being open. They trust their teacher more than their parents. Suppose it is for children who are in large classes, yes. Sometimes his parents' message, " Please, Mom, let me know. If it is the same, I do not believe it"*.

Next, the researcher will explain other people's roles in the success of learning in the classroom. In the education of deaf children, the learning carried out cannot only be limited to providing academic-related material. Nevertheless, it also includes social control, honing skills, skills, and knowledge related to the child's environment, namely his playmates, parental relationships, and sometimes even romance. Ibu Rini as, a class teacher, said, *"Most SLB students are parents who leave everything to the school, to the teacher. However, it will not be optimal without the help of parents at home. So, for example, a task he does with his parents has a purpose. The goal is for children and their parents to have communication showing the learning brought from school is repeated at home and while inviting the participation of parents because it seems that children who can be optimal are children who have the support of their parents. If the child is released, the child will not help, huh? It is undeniable. It is not optimal either."* Other teachers also expressed it.

Teaching deaf children requires a high level of cooperation between parents and teachers. If this communication is not well established, teachers sometimes have difficulty understanding children who do not want to learn or even have tantrums in class. Things that happen at home and children's desires for their parents can also be things that help them to learn because teachers can find out what is going on with their students in more detail.

The last is related to the development of children after learning communication from teachers to students and from teachers to parents, and students can also be monitored for changes in student behavior, ability development, and children's achievements. Mrs. Dinda explained throughout the interview, *"I once asked my parents Alyssa is at home now?" Yes, ma'am, likes to help diligently wash the dishes" Daeva's mother still often plays cellphones?" Oh no, ma'am, not anymore."* So Apart from setting an example at school, Ibu Dinda also monitors children's behavior at home to see if there is a behavior change. With this information, it can be concluded that school learning also positively affects the home environment.

From the research results that the researchers have described, the prominent themes are *exercising independence, language skills, speech therapy, instructional, individual learning, operant conditioning, and closeness*. These seven themes will be explicitly discussed in the following discussion.

The First theme is exercising independence. In the theory of symbolic interaction by George Herbert Mead & Herbert Blumer, the perspective of symbolic interaction contains the same rationale as the theory of social action about the subjective meaning of human behavior, social processes, and pragmatism. In the context of intrapersonal communication, symbolic interaction explains that the mind consists of an internal conversation that reflects one person's interactions. Meanwhile, behavior is formed or created in social groups during the interaction. However, one cannot understand another's experience by merely observing his or her behavior. One's understanding and understanding of various things must be known for sure. In the previous explanation, some informants aim to train children's independence, especially Mrs. Adinda wants to create jobs for children with special needs. Mrs. Meri said that since junior high school, the deaf children at SLB Cicendo were directed to master cooking skills, and cooking skills were one of them. So even when they are released into the field, if they want to be entrepreneurs, people will buy things or food made by children because of quality, not pity. This learning is given to children based on work experience, which is still limited for the deaf.

The second and third themes are language skills and speech therapy. Language is vital in communication, but the communication of deaf children is more likely to use sign language, especially the mother tongue. In general, the second theme relates to the third theme, namely speech therapy, which is contained in a unique learning method for the deaf, MMR, or the Reflective Maternal Method. The purpose of the Reflective Maternal Method in using the conversation is not only a means/media to store subject matter but also conversation, which is the purpose of teaching. Verbal expressive language skills will be able to develop through regular practice, using the right approaches and methods and support from all parties. Verbal expressive language skills in the form of expressing words, groups of words, and sentences will be able to support deaf language skills (Irwanto et al., 2018).

The language skills of deaf children must be trained as early as possible, especially speaking exercises, so that children's oral language skills can be improved as optimally as possible. While in the SLB Cicendo environment, researchers could see how the Reflective Maternal Method was applied to children during the learning process. In teaching, the informants or classroom teachers usually start this method with the things closest to the deaf child. Such as experiences that have just happened or asking about experiences that have been experienced. From this, deaf students are welcome to convey what is in their hearts and what they think. Whether it is how you feel today, today's experience, or just responding to a story told by a friend. That way, students/children will be provoked to communicate and learn good grammar.

The fourth theme is instructional. The educational process is broadly grouped into three parts. The first part is the field of administration and supervision or educational leadership. What will be discussed is the instructional field, the field of teaching-learning process activities. This field is a significant part of the overall educational process. This section is dominated by communication elements, especially scholarly communication and, more specifically, instructional communication. Instructional activities can be practical only if communication can run or process well. In this field, instructional programs that have been standardized in the education curriculum are also implemented. Instructional achievements that have been determined are strived to work through the effectiveness of communication in all its aspects. The utilization of methods, media, and other communication facilities is optimized to achieve instructional objectives.

The term instructional comes from the word instruction. It can mean teaching, lessons, or even orders or instructions. In education, the word instructional does not mean order but is closer to the first two meanings, namely teaching or learning. Even lately, the word is interpreted as learning. Indeed, the three words can have different meanings because each focuses on certain factors that concern it. The term teaching means more teaching. Teaching means transferring some of the knowledge of the teacher (teacher) to his students. The teacher acts as the executor of instructional

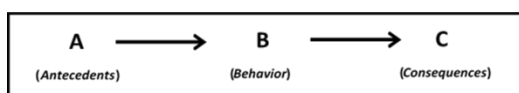
communication (communicator) and the student as its recipient (communicant). This communication takes place through the learning process. The learning process has several components, namely students, teachers, lesson content, teaching methods, learning media and evaluation (Thadi, 2019). Like someone who wants to fill water into a bottle, the bottle is like a student, and the person who will pour water into the bottle is like a teacher. Filling knowledge in students is not only related to academics and good grades but also social values, norms, and noble character for deaf children.

The fifth one is individual learning. This pattern of learning activities is called an individualized educational program (IEP). Samuel Gridley Howe initiated this program in 1871. This form of learning is a service that focuses more on the abilities and weaknesses of the competence of students. IEP is closely related to three main components: level of ability or achievement, annual program targets, and short-term goals. The IEP program refers to one primary target, namely annual goals, so in this kind of program, it is necessary to formulate specific learning objectives using active verbs for each goal to be achieved in the learning program through a teaching and learning activity. In the previous presentation by the informants, in teaching deaf children, the informants never forced their children to be able to achieve abilities with the same standards for every child. Here the informants are aware that each child is unique, and because of his uniqueness, it must be handled individually. The informants also explained various ways to overcome the differences in the abilities of their students, namely by providing learning and testing according to the children's abilities. Therefore, it is not uncommon for some informants to ask different questions. It intends to provide individual learning for deaf children to focus on their respective abilities and be able to maximize the child's abilities well without any coercion.

Figure 1: Conditioning Model

After an explanation of individual learning, the researcher will explain *the sixth theme*, operant conditioning. Operant conditioning is conditioning specific behavioral characteristics of students with special needs. Naturally, the process of conditioning specific behavioral characteristics is needed for behavior-related events with detailed specifications. The possibility of applying operant conditioning to specific behaviors is related to their time and intensity. Character education must be directed to provide learning services following students' diverse learning modalities. Learning in schools, starting from planning, implementation, to evaluation, needs to be adjusted to the character and needs of students (Juherna et al., 2020).

As understood by Skinner (1938), operant conditioning is an essential learning intervention for behavior that can affect the consequences (s), namely as a simple paradigm to be used as favorable reinforcement: $R \rightarrow S \rightarrow R$. The possibility that arises due to reinforcement (SR) will occur in a particular response (R). The unity of the relationship between response and reinforcement is one of the operant factors that are very different from the conditions carried out by Parlov. This approach is based on a behavioral model widely used as an operant approach to human behavior, so the approach to characterizing human responses or behavior is as follows.



Operant Conditioning is essential in developing various forms of play behavior and social behavior in children, in addition to increasing self-esteem and self-control abilities (Bijau & Baer, 1967). Furthermore, Skinner applied operant concepts to understand everyday life (1953) and impractical community development (1948). Children's conditioning plays an essential role in teaching success. As a class teacher, it is usually the class teacher who knows the child's character best, as told by Ibu Dini, because she has a child who is deaf+, namely Khairul. The way Ibu Dini treats Khairul is by prioritizing Khairul first. Not only that, but the classroom teacher can also know the child's environment and the child's association with how it relates to parents.

The last theme is closeness. At SLB Cicendo, the most crucial role is the classroom teacher in building closeness. The classroom teacher is indeed the most responsible for

paying attention to children's development, children's abilities, and environment, including monitoring how they relate to their parents at home. The classroom teacher is someone who meets his students almost every day—teaching many subjects to his students. From the interviews with informants, researchers found that informants who became class teachers could establish closeness with children better than informants who were not class teachers. A teacher's closeness to students can have an effect on a student's confidence level. Self-confidence means believing in existing abilities, having a sense of trust and certainty (Sucia, 2016). The informants who became class teachers admitted that the children did not hesitate when they wanted to talk to their teachers. As stated by Ibu Santi, even children prefer to tell their class teachers rather than their parents. The built closeness helped informants know children's behavior outside of school, chat in the classroom, control behavior, and have good communication in the classroom. As previously explained, deaf children have MMR in delivering teaching materials in the classroom.

Overall, in learning communication for deaf students, the teacher has a motive to teach deaf students. Furthermore, the learning communication experience consists of four stages: *conditioning the child, learning process, obstacles, and evaluation*. The last is learning communication meaning, which is influenced by the teacher's role, parents' role, and attitude changes. Those things have been wrapped into a learning communication model as follows:

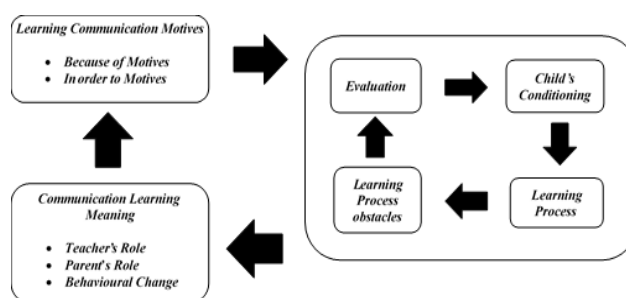


Figure 2: Learning Communication Model for Deaf Students

Conclusion

In this study, researchers found three main things that can be said as research results that answer all research questions: starting from the closest thing, adjusting abilities, language, and verbal. *First*, Communication motives for learning with deaf students at SLBN Cicendo Bandung City were influenced by the speakers' experience interacting with children with special needs. So that led to the decision to explore the world of special needs education further. *Second*, the experience of learning communication at SLBN Cicendo Bandung occurred after the previous assessment/evaluation. This assessment serves to measure the ability of each child. Then learning begins by raising things that children experience so that the subject matter is included in the children's personal experiences so that these children quickly understand the material. Then the learning carried out will adjust to the results of the assessment. Furthermore, *third*, the meaning of learning communication for deaf students at SLBN Cicendo Bandung requires the role of various parties. Because each of these parties helps in the child's learning process, at least these parties are teachers and parents of students.

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