

IMPLEMENTATION OF FAMILY LITERACY TO BUILD SOCIAL INTERACTION FOR DEAF CHILDREN WITH SPECIAL NEEDS (ABK)

Triyana¹, Ernaningsih², Naimah³
{ntriana111@gmail.com¹, ernan4815@gmail.com², naimah@uinsuka.ac.id³}

UIN Sunan Kalijaga Yogyakarta¹, UNISDA Lamongan², UIN Sunan Kalijaga Yogyakarta³

Abstract. Deaf is not the ability of someone to capture sound or sound properly because there is significant interference with hearing. Deaf children from an early age must be equipped with literacy skills to support their social interaction skills. The method used in this research is descriptive method with a qualitative approach. The subject in this study was one deaf student at PAUD Nurus Sibyan. Sources of data and types of data used by researchers are words, actions, and supporting documents. Data collection techniques used in-depth interviews, observations/observations, field notes and the use of documents. Analysis and interpretation of data using domain analysis, obtained from interviews or descriptive observations. This study aims to find out more deeply about the description of the application of family literacy to build social interaction in deaf children, so that they can interact well socially and are able to adjust to friends in non-inclusive public PAUD or special schools (SLB).

Keywords: Family Literacy, Social Interaction, and Deaf.

INTRODUCTION

Home literacy is a way to directly involve parents and teachers in increasing early literacy in children in the early years of entering elementary school. The variety of literacy activities created by parents to please children has the opportunity to have a good impact on developing children's literacy (Hasanah et al., 2018). Research conducted by Rifa Hidayah proved that the strongest influence on reading comprehension was literacy in the family environment with a percentage of 22.2%, school literacy was 4.4%, cognitive factor was 11.2%, and motivation to read was 4.9% (Widodo & Ruhaena, 2018).

Print Motivation is an indicator to see children's early literacy skills, which means that parents and/or schools need involvement and cooperation to encourage children to enjoy and be interested in reading books (Jiwa, 2016). Parental involvement in literacy can be realized through providing stimulation (facilities) from parents to children, starting from the active involvement of parents in reading books to children or parental literacy habits as literacy figures for children (Karo, 2019).

Research proves that the higher the parental literacy level, the higher the parental commitment in creating a literacy environment for children (Inten, 2017). Reading is able to create closeness and attachment between parents and children. The activities and togetherness that are established while reading stories with children will create a feeling of security, being

Implementation of Family Literacy to Build Social Interaction for Deaf Children with Special Needs (ABK)

Triyana¹, Ernaningsih², Naimah³

loved and cared for (Sanusi & Prasetyo, 2019). The family that occupies a house becomes the smallest and most effective unit in cultivating a literacy spirit (Wati, 2019).

Parenting behavior from parents regarding how to be taken to set an example for children. Here are four very familiar parenting styles, namely: authoritarian parenting, democratic parenting, permissive parenting, and indulgent parenting (Zulhammi, 2016a). First, the authoritarian parenting pattern is the way parents educate children by applying a series of strict rules, such as forcing children to behave like themselves (parents). Second, democratic parenting is a parenting method characterized by parental recognition of the child's self-ability, which in the end the child is given the provision and opportunity to be independent, not dependent on the life of the parents. The existence of children's participation directs their lives and develops children's internal control. Third, the permissive parenting pattern, in which the child is given freedom by the parents, but there is still parental control in every freedom given (Fransisca & Oktavianti, 2015). Fourth, indulgent parenting where parenting is pursued by ignoring the child and not caring about all the child's activities (Zulhammi, 2016b).

Given the importance of instilling literacy in the family environment, this also applies to families who have children with special needs. Good family literacy can help children build social interactions with other family members and the general public. Children with special needs should be provided with family literacy as early as possible, because this will help children to play and socialize with their friends, understand lessons at school, go somewhere to buy, and go to tourist attractions to refresh. In the end, children can live independently with all their limitations.

Based on the 1945 Constitution article 31 paragraph 1 and Law Number 20 of 2003 concerning the National Education System chapter IV article 5 paragraph 1 states that every citizen has the same right to obtain a quality school. People with physical, enthusiastic, mental, scientific or social disabilities are eligible for a special curriculum (Linda & Muliasari, 2021). Education for All (Education for All) proclaims that every child, including children with special needs (ABK) has the same right to receive training in regular schools. This opens up valuable opportunities for them to concentrate with those without extraordinary needs (Supena et al., 2018). Children with Special Needs (ABK) have various types, one of which is deaf.

Hidayat and Suherman's research examined the Mathematical Communication Ability of Deaf Students in Learning Mathematics at SMPLB-B PKK Lampung Province. The results showed that students felt more comfortable getting learning using communication through speech techniques based on gestures, oral strategies (utterances), and composing, however, getting ideas and numerical abilities of deaf students were still quite low (Hidayat & Suherman, 2016). Various obstacles have been put forward by experts regarding hearing loss, hearing loss is someone who has hearing loss so that it impedes the passage of language data through hearing, whether using an amplifier or not using a portable hearing aid (Mustika & Pertiwi, 2018). Deaf children are children who experience a need for or lose their ability to hear due to disturbances in their sense of hearing (S.R. & Susetyo, 2016a).

Abdurrachman revealed that there are several causes of hearing damage, namely: 1) maternal rubella (measles); 2) heredity; 3) there were complications during pregnancy and premature birth; 4) meningitis (inflammation of the brain); and 5) accident/trauma or illness. Then Abdurrachman stated again that there were several consequences caused by hearing damage, namely: 1) perceptual disorders, 2) speech disorders, 3) communication disorders, 4)

Implementation of Family Literacy to Build Social Interaction for Deaf Children with Special Needs (ABK)

Triyana¹, Ernaningsih², Naimah³

cognitive disorders, 5) social disorders, 6) emotional disturbances, 7) educational problems, 8) intellectual disorder, and 9) vocational disorder (Rahmawati et al., 2020). Due to hearing loss, deaf children are very dependent on various other senses that are still functioning properly, especially their sense of sight in receiving data or messages (S.R. & Susetyo, 2016b).

Children with hearing loss are children who have hearing impairments, either very long or temporary. This was due to hearing loss, so in relation to this problem, the victim also experienced speech and speech/communication problems (Khoiriyah & Rodliyah, 2015). If this condition is allowed to continue, more and more deaf people will not get their rights, both the right to education and the right to freely communicate, carry out social interactions with their environment. With all their limitations, deaf people still have the same developmental tasks as other normal people, namely carrying out social interactions and adjusting to their environment, starting from their family, peers, study partners, to their new environment. The existence of the task of adjusting to the social environment requires greater effort for the deaf, their deafness causes various problems from the limitations they have related to social relations in the surrounding environment (Fazria, 2016).

Relationships that occur between humans exist because of the intensive interactions that are carried out. Social interaction is an absolute thing for humans in living their lives, including Children with Special Needs. Soekanto argues that social relations are dynamic social relations which include relations between humans, between human associations and between humans and human associations. Walgito added that social interaction creates a reciprocal relationship (Arisandi et al., 2016).

Reciprocal relationships in social interaction bring two significant impacts, namely positive impacts and negative impacts. In everyday life, communicating with the general environment is something that is unique and vital for everyone considering the fact that in the public arena, people need to mingle. In carrying out interactions, it does not only depend on the singular ability to speak, but there are certain principles that must be obeyed so that what is discussed or planned can be felt by others (Zetira et al., 2014). This is what makes it difficult for the deaf to communicate in a way that other people can understand. Planting family literacy is a solution offered to help and assist families with members who are deaf to remain active in social interactions.

Departing from the problems above, the researcher raised the title Implementation of Family Literacy to build Social Interaction in Deaf Children with Special Needs (ABK) as a way to inform the wider community that Deaf ABK types have equal rights in education, adjustment to the environment, and interact socially.

RESEARCH METHOD

The method used in this study is a descriptive method with a qualitative approach. The subject in this study was one deaf student at PAUD Nurus Sibyan. Sources of data and types of data used by researchers are words, actions, and supporting documents. According to Lofland, the main sources of information in qualitative research are words, activities, and the rest is additional information such as notes and others. Meanwhile, the types of information are divided into words, activities, compiled information sources, photos, and statistics (Moleong, 2019).

Data collection techniques used in-depth interviews, observations/observations, field notes and the use of documents. Analysis and interpretation of data using domain analysis,

obtained from interviews and descriptive observations. In analyzing the data, the researcher used three stages, namely data reduction, data display, and drawing and verifying conclusions. This study aims to find out more deeply about the description of the implementation of family literacy to build social interaction in deaf children, with the aim of providing children with skills and provisions for independence so that they can interact socially well with friends in non-inclusive public PAUD or special schools SLB).

RESULT AND ANALYSIS

1.1 Introduction to Subjects

Subject in this study was a deaf child named Farizah Habibatul Azwa (FHA) at PAUD Nurus Sibyan, Banjarmasin Village, Karanggeneng District, Lamongan. Now the child has entered grade IV at MI Al Muhlisin. Based on the results of interviews with parents, that FHA was born prematurely with a weight of 1.5 kg. The period of self-talking/ babbling/ babbling in children usually occurs at the age of 6-7 months, but the babbling period in FHA occurs at the age of 1-2 years, at the age of 6-7 months he maximizes hand movements.

The babbling stage, after the child knows how to make sounds through crying, the child begins to babble (babbling stage). The sounds that have appeared up to now, aged 7 to 10 months, are sounds that can be separated between vowels and consonants, but there are no solids that recognize their meaning yet. At 7 to 10 months of age, a child's babbling develops as he begins to pronounce syllables and imitate, for example, saying 'bababa' or 'mamama'. This is known as the canonical stage. It is interesting that babies who can hear quickly begin to babble out the canonical syllables, while hard of hearing children who are also in the babbling stage are unable to articulate the canonical sound (Zubaidah, 2003). Another opinion says, babbling, in a period of more than 3 weeks, when the child feels hungry or awkward, he will make a crying sound. Not at all the same as before, the cry that is given can be recognized by the desire or sensation of the child (Kurniati, 2017).

The first detection was at the age of 1 year and 8 months, the parents did speech and occupational therapy at the regional hospital for up to 7 months. Based on the results of the therapy carried out during that time, the child experienced a speech delay, so that at the age of 2 years and 2 months, the parents brought the child to have a Hearing Test, namely Brainstem Evoked Response Audiometry (BERA) is an assessment to evaluate the capacity of the VIII nerve and the auditory pathway. in the brainstem. Try to record the electrical potentials conveyed by the cochlear cells as they travel from the inner ear to certain nuclei in the brain stem. Assessment is completed using terminals connected to the scalp or eyebrows and the mastoid cycle or ear plugs [23].

From the results of tests conducted, it is known that FHA is deaf, namely the right ear is 60 decibels and the left ear is 90 decibels, with the normal average human being 20-25 decibels. Moores defines hearing impairment into two groups, namely firstly deaf (deaf) with a degree of loss at a level of 70 dB or more so that they are unable to understand other people's speech through their hearing or without hearing aids. Second, individuals who are hard of hearing with a hearing loss of 35 dB to 69 dB so that they have difficulty understanding other people's speech through their hearing or without hearing aids (Kurniawati et al., 2020).

From the magnitude of the decibels that interfere with FHA's hearing, with all the efforts made by parents starting from medical treatment, herbal medicine, seeing a doctor and following up with therapy, in the end at the age of 3 years FHA uses a Hearing Aid (ABD) in

the right ear, namely ABD Oticon. To maximize FHA hearing, at the age of 5 years the parents again tried ABD Cochlea Implant type Cp 802 in the left ear. Because basically deaf people can still be pursued with technology, although they cannot completely recover, they can still optimize their remaining hearing with the help of technology.

1.2 Family Literacy in children with hearing impairment (FHA)

Based on the results of in-depth interviews conducted by researchers with FHA parents, namely:

1.2.1 The literacy activity that was first introduced by parents to FHA was writing. Parents have the principle that with their limitations they must be able to write in order to be able to adapt and communicate smoothly with their peers. At least understand the message conveyed by other people to be understood by himself.

1.2.2 Judging from the habits of family members who use Indonesian as the language of daily conversation, it is actually enough to understand the importance of reading for FHA but because of the limitations that exist within FHA so that female parents (mothers) need more energy to teach FHA to read and write. So from him, parents facilitate their children, one of which is by subscribing to newspapers to books of fairy tales, reading fairy tales before going to bed and during holidays, minimizing watching TV and cellphones.

1.2.3. Starting from the educational background of parents who incidentally are lecturers at a university, parents introduce reading to children from the age of 3 because introducing reading to early childhood will have a good influence on children's development. The first reading that is introduced to children is story books. According to him, the ideal time to introduce reading to children is as early as possible. Seeing the limitations that exist in FHA, parents always support FHA reading activities even with unclear pronunciation.

1.2.4. Family literacy introduced by parents to FHA begins by introducing random letters and FHA is asked to pronounce the letters that parents designate. Second, parents provoke FHA to distinguish different initial sounds, for example: "Horse, Cat, Chicken" and "Duku, Guava, Orange". Third, read words that have meaning, for example: "book, mother, table, them, green, bicycle, doll" and read words that have no meaning, for example: "higu, kuriba, gumiho, nuriko, umak, tadi". Parents introduce children to many words that have meaning and no meaning, because FHA itself often utters words that have no meaning.

1.2.5. Read aloud to children. Where parents read aloud in front of FHA on holidays. From here parents can see how far the ability to pay attention and the ability to understand the words, meanings, and characters in books that are read aloud.

1.3 Social Interaction Ability in Deaf Children (FHA)

Based on the results of in-depth interviews conducted by researchers with parents and FHA PAUD teachers, that is, in helping their social interaction skills, children are always involved/following all of their parents' activities, both in the family, community and general environment. As a concrete example, the subject is invited to take part in community organization activities, housewife meetings, friendship by shaking hands/salim, being invited by parents to teach on campus, introducing the names of family members, names of friends and others by mentioning it repeatedly, and mentioning their own name. when starting to interact with new people.

Implementation of Family Literacy to Build Social Interaction for Deaf Children with Special Needs (ABK)

Triyana¹, Ernaningsih², Naimah³

At first when interacting with family members, especially parents, when the subject wanted something, he often showed aggressive actions, such as slamming doors and throwing things away or beside them, showing unstable emotions and taking destructive actions but not injuring himself. When the subject shows a tantrum, the attitude taken by the parents is to be silent to keep the condition stable. However, after the child's tantrum subsided, the parents approached, embraced, and gave him understanding, because basically this type of deaf child has to understand a lot about something, both events and objects he sees.

In supporting the ability of social interaction, parents use three ways, namely interaction with cues, interaction with gestures, and interaction with verbal.

Interaction with gestures and body gestures. Through the eyes of a deaf child to understand communication or spoken language, in addition to seeing the development and appearance of the other person speaking, the eyes of a deaf child are also used to examine the lips of the person speaking. From the age of 1-7 years, with the help of a therapist, parents teach interactions with subjects with gestures combined with interactions through body gestures.

The response that the subject received was extraordinary, so that in certain situations he was able to create his own gestures beyond the expectations of his parents and therapist, such as when he wanted to eat the subject patted his stomach, indicating that it was wrong by crossing his arms, wanting to ride a bicycle was shown by pedaling his hands, wanting sleep with a finger "shhh" signal placed in his mouth. Another thing that the subject was able to achieve was saying the names of animals with gestures, such as snakes, fish, elephants, horses and chickens, mentioning the names of fruits such as pineapples, bananas, apples, watermelons and oranges, and expressing feelings with facial expressions such as sweet, sour and bitter.

Based on the results of in-depth interviews, FHA was unable to hear when called from the side and behind, he was unable to hear well, but when called from the front, the subject was able to respond well because he saw the lips and body gestures of the person calling him. Lewis revealed that "...deaf children will be better at coding visual information than verbal information". Lewis's expression can be interpreted that deaf children (have the capacity) are greater in interpreting visual data than verbal data. Therefore, children who are hard of hearing are often referred to as virtual humans (S.R. & Susetyo, 2016b).

Verbal interaction. Verbal interaction is carried out by parents when the child is 5 years old. Verbal interaction begins with increasing the child's vocabulary about the objects around him. In adding new vocabulary, parents and teachers have their own way to invite children to pronounce the word in question, namely when the child is relaxed or relaxed and while playing.

With its shortcomings, the subject has advantages beyond the expectations of its parents, teachers and therapists. Subject has a very extraordinary memory, such as being able to memorize car serial numbers, remembering places, remembering roads well, and remembering someone's face and name. When interacting with their peers in public early childhood education, because the therapist suggested that the subject be sent to school in general, not in inclusion or special schools, the subject was able to interact very well. He is always welcome with his friends and even new people he knows, mingle very quickly, and shows his identity by saying his name, so that so far there have been no difficulties with the subject in terms of social interaction skills.

CONCLUSION

The implementation of family literacy by both FHA parents is by equipping children to be able to write. Writing is a weapon for children with special needs to be able to interact and communicate or at least understand what other people mean well for themselves. Writing activities carried out by FHA are supported by other activities such as reading books (magazines, fairy tales), recognizing letters, distinguishing initial sounds, reading meaningful and meaningless words. In supporting their social interaction skills, the first step that parents take is to understand their children and facilitate children with ABD (hearing aids) according to their hearing needs. At the same time, parents use three ways, namely interaction with cues, interaction with gestures, and interaction with verbal. This method is not only applied in the family environment, but also in neighbors, the community, and the school environment. Introducing children to the wider community will help children to always appear confident. Family literacy built by parents makes FHA able to communicate and socially interact well, it is proven that FHA has many friends at school or when playing at home.

References

- Arisandi, D., Aprilia, I. D., & Meiyani, N. (2016). Penggunaan Teknik Modeling Dalam Meningkatkan Keterampilan Interaksi Sosial Anak Tunarungu Di SLB B Cicendo Kota Bandung. *JASSI ANAKKU*, 18(2), 20–26.
- Fazria, N. S. (2016). Hubungan Antara Dukungan Sosial Orangtua Dengan Harga Diri pada Remaja Tunarungu. *Jurnal Ilmiah Psikologi Gunadarma*, 9(1), 26–33.
- Fransisca, E., & Oktavianti, T. (2015). Hubungan Pola Asuh Orangtua dengan Disiplin Anak di Komplek Mendawai Kota Palangkaraya. *Jurnal Ilmu Keperawatan*, 2016(5), 16–22.
- Hasanah, U., Tarma, Laras, P., & Rasha. (2018). Penyuluhan Family Literacy untuk Meningkatkan Literasi Budaya pada Masyarakat Wilayah Candi Batujaya Karawang. *Sarwahita: Jurnal Pengabdian Kepada Masyarakat*, 15(2), 113–118. <https://doi.org/10.21009/SARWAHITA.152.06>
- Hidayat, R., & Suherman. (2016). Kemampuan Komunikasi Matematis Siswa Tunarungu pada Pembelajaran Matematika di SMPLB-B PKK Provinsi Lampung. *Jurnal Pendidikan Progresif*, 6(1), 73–84.
- Inten, D. N. (2017). Peran Keluarga dalam Menanamkan Literasi Dini pada Anak Role of the Family Toward Early Literacy of the Children. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 1(1), 23–32. <https://doi.org/10.29313/ga.v1i1.2689>
- Jiwa, R. A. P. (2016). *Peran Keluarga dan Sekolah Membentuk Literasi Dini dalam Mengembangkan Perilaku Gemar Membaca di Kalangan Anak Prasekolah di Surabaya*. 1–20.
- Karo, S. E. Br. (2019). Peran Orangtua dalam Menumbuhkan Minat Literasi Dasar pada Anak Usia Dini. *Journal of Chemical Information and Modeling*, 4(1), 1–8.
- Khoiriyah, & Rodliyah, S. (2015). Ibm TERAPI PRAKTIS BAGI KELUARGA ANAK TUNARUNGU. *Jurnal Pengabdian Masyarakat IPTEKS*, 1(1), 81–85. https://doi.org/10.32528/PENGABDIAN_IPTEK.V1I1.181
- Kurniati, E. (2017). Perkembangan Bahasa Pada Anak dalam Psikologi Serta Implikasinya dalam Pembelajaran. *Jurnal Ilmiah Universitas Batanghari Jambi*, 17(3), 47–56. <https://doi.org/10.33087/JIUBJ.V17I3.401>
- Kurniawati, R. D., Wijastuti, A., & Yuliyati. (2020). Pengembangan Program Pembelajaran Berbasis Literasi Digital Pada Masa Pandemi COVID-19 Di SLB Kemala Bhayangkari 2 Gresik. *JURNAL ORTHOPEDAGOGIK*, 1(2), 8–19.
- Linda, & Muliastuti, A. (2021). Analisis Kebutuhan dan Perilaku ABK Tunarungu dan Wicara dalam Pembelajaran Matematika Dasar di SKh Kabupaten Pandeglang. *JP3M (Jurnal Penelitian Pendidikan Dan Pengajaran Matematika)*, 7(1), 9–22. <https://doi.org/10.37058/jp3m.v7i1.2145>
- Moleong, L. J. (2019). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Mustika, A., & Pertiwi, D. E. (2018). Model Pembelajaran Bina Persepsi Bunyi, Komunikasi, Dan Irama Bagi Anak Tunarungu Pada Usia Dini di Sekolah Prima Bhakti Mulya. *Journal of Special Education*, 4(1), 1–6.
- Novastuti, citra D., & Wiyadi, H. M. S. (2016). Sensorineural Hearing Loss pada Anak. *Jurnal THT Fakultas Kedokteran Universitas Airlangga-RSUD Dr. Soetomo Surabaya*, 9(3), 118–125.
- Rahmawati, Aziz, A., & Idawati. (2020). Analisis Media Pembelajaran Bahasa Indonesia Anak Berkebutuhan Khusus Jenis Tunarungu. *INDONESIA: Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*, 1(1), 32–39.

Implementation of Family Literacy to Build Social Interaction for Deaf Children with Special Needs (ABK)

Triyana¹, Ernaningsih², Naimah³

- Sanusi, S., & Prasetyo, A. (2019). Pengenalan Gerakan Literasi pada Masyarakat. *Jurnal PkM Pengabdian Kepada Masyarakat*, 2(02), 162–166.
<https://doi.org/10.30998/JURNALPKM.V2I02.3352>
- S.R., W. E., & Susetyo, B. (2016a). Perbandingan Media Kartu Gambar Dengan Rosetta Stone Dalam Meningkatkan Perbendaharaan Kosakata Bahasa Inggris Anak Tunarungu. *JASSI ANAKKU*, 18(2), 1–5.
- S.R., W. E., & Susetyo, B. (2016b). Perbandingan Media Kartu Gambar Dengan Rosetta Stone Dalam Meningkatkan Perbendaharaan Kosakata Bahasa Inggris Anak Tunarungu. *JASSI ANAKKU*, 18(2), 1–5.
- Supena, A., Jaya, I., & Paramita, D. (2018). *Penilaian dan Laporan Perkembangan (Prosedur Operasi Standar Pendidikan AUD Inklusif)* (pp. 1–25). Direktorat Pembinaan PAUD dan Direktorat Jenderal PAUD dan Dikmas.
- Wati, F. Y. L. (2019). Keluarga Pondasi Utama Mecetak Generasi Berbudaya Literasi. *Journal Pegguruang: Conference Series*, 1(2), 152–156.
<https://doi.org/10.35329/JP.V1I2.569>
- Widodo, M. M., & Ruhaena, L. (2018). Literasi di Lingkungan Rumah pada Anak Pra Sekolah. *Indigenous: Jurnal Ilmiah Psikologi*, 3(1), 1–7.
<https://doi.org/10.23917/INDIGENOUS.V3I1.3059>
- Zetira, K. U., Sismiati, S. A., & Hidayat, D. R. (2014). PENYESUAIAN SOSIAL SISWA TUNARUNGU (Studi Kasus di SMK Negeri 30 Jakarta). *INSIGHT: Jurnal Bimbingan Konseling*, 3(2), 58–62. <https://doi.org/10.21009/INSIGHT.032.10>
- Zubaidah, E. (2003). Draft Buku Pengembangan Bahasa Anak Usia Dini. *Yogyakarta*, i–142.
- Zulhammi. (2016a). Pola Asuh Orangtua dalam Mencegah Kriminalitas pada Remaja Menurut Konsep Islam. *Jurnal Psikologi Islam Al-Qalb*, 8(2), 119–136.
- Zulhammi. (2016b). Pola Asuh Orangtua dalam Mencegah Kriminalitas pada Remaja Menurut Konsep Islam. *Jurnal Psikologi Islam Al-Qalb*, 8(2), 119–136.