

The Influence of Guidance and Counseling on The Learning Achievement of High School Students With Disabilities

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Abstract

The achievement of deaf students can be achieved from the ability of the students themselves and the most important thing is the guidance from competent supervisors. The purpose of this study was to determine the effect of guidance and counseling on the achievement of deaf high school students. The research method uses a qualitative analytical approach. Collecting data using the interview method. The results of the study concluded (1) the characteristics of deaf students; (2) the learning program carried out; (3) learning methods for deaf students; (4) students' abilities; (5) achievements that have been achieved.

Keywords: Deaf, Guidance, Achievement

Abstrak

Prestasi siswa tunarungu dapat diraih dari adanya kemampuan siswa itu sendiri dan yang terpenting adalah dengan adanya bimbingan dari para pembimbing yang berkompeten. Tujuan penelitian ini untuk mengetahui pengaruh bimbingan dan konseling terhadap prestasi siswa SMA tunarungu. Metode penelitian menggunakan kualitatif pendekatan analisis. Pengumpulan data menggunakan metode wawancara. Hasil penelitian diperoleh simpulan (1) karakteristik siswa tunarungu; (2) program pembelajaran yang dilakukan; (3) metode pembelajaran siswa tunarungu; (4) kemampuan siswa; (5) prestasi yang telah diraih.

Kata Kunci: Tunarungu, Bimbingan, Prestasi

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INTRODUCTION

The existence of guidance and counseling services in inclusive schools or Special Schools (SLB) is an important and inseparable component of implementing inclusive education. The urgency of inclusive education as stated in Permendiknas number 70 of 2009 states that inclusive education is an education system that provides opportunities for all students with disabilities and has the potential for intelligence or special talents to attend education or study together with students in general. This understanding implies that inclusive education is an educational service that includes children with special needs (ABK) to be able to study with friends at school. Inclusive education is a philosophy as well as a strategy in education where children with various conditions (including children with special needs) can attend the same regular school (general school) (Lattu, 2018). The presence of

inclusive schools is an effort to facilitate students with special needs and provide opportunities for them to obtain education according to their needs without discrimination.

The focus of the review Students with special needs here are the deaf. what is meant by deafness itself is someone with hearing loss who cannot hear sound completely or at all, but it is believed that no one can hear it at all. Very little, but there is still hearing that can be optimized for deaf children. There are several definitions of deafness, especially the definition of deafness, depending on the views and interests of each person. According to (Suharmini & Tin, 2009) states that deafness can be interpreted as a condition of a person who has a hearing loss that makes his hearing unable to perceive various sound stimuli and other stimuli.

Deaf children have certain characteristics in academic, social, emotional and physical aspects. Deaf children have limited speech and language abilities, and as a result deaf children tend to perform at a lower level in language subjects and at the same level as ordinary children of the same age in non-language subjects. Due to their limited ability to communicate with other deaf people, the relationship between deaf children with social and emotional aspects is limited. The egocentric and sensitive attitude of deaf children surpasses that of ordinary children, as evidenced by the difficulty of placing themselves in situations where they think or feel other people. It's hard to fit in and the plot focuses on "me/ego", so if you want, it should always be catered for. Deaf children feel afraid (worried) about the environment, so they are dependent on others and lack self-confidence. Therefore, deaf children are not the same as all other children, they need special services or assistance tailored to their characteristics, abilities, and disabilities. (Mohammad Efendi, 2006).

Deaf students can have difficulty in the learning process (Santrock, 2004). (Frederickson, N & Cline, 2009) stated that deaf children have difficulty digesting information when learning, especially learning Indonesian. Children who are deaf from birth or at an early age tend to have poor speech and language skills. Appropriate teaching methods for deaf children greatly affect the acquisition of learning skills by children. (Santrock, 2004) adding that the approach to education for deaf children consists of two categories, namely the oral approach, namely lip reading (speech reading), using visual tools to read and the like. The manual approach is the approach to sign language with fingers. Sign language is a system of hand gestures that represent words and finger spelling such as "spelling" each word letter by letter. From the approach to education for the deaf above, it can be seen that deaf children try to understand their environment through other senses, namely sight. This is what causes deaf children to be provided with special guidance facilities that make it easier for them to learn, especially learning languages.

Guidance and counseling programs in inclusive schools are a basic need for inclusive education providers (P Utomo, 2021) . Guidance and counseling services are services that aim to help deaf students in an effort to achieve achievement, overcome their obstacles and weaknesses. Based on the explanation above, it can be concluded that in achieving achievement, deaf students need guidance and counseling services. Besides that, the basis for strengthening this research is based on several previous research results by (Hakiem Sedo et al., 2021), (P Utomo, 2021), (Feliarosa & Simanjuntak, 2021), (Prio Utomo & Zubaidah,

2021), (Nurlailiyatus, 2013), revealed that the urgency of guidance and counseling services has a big role in the development of achievement of deaf students.

The purpose of this study was to determine how the influence of guidance and counseling on the learning achievement of high school students with special needs. The focus of this discussion review is on (1) the characteristics of deaf students; (2) the learning program carried out; (3) learning methods for deaf students; (4) students' abilities; (5) achievements that have been achieved.

METHODS

This research method is a qualitative analytical approach. The source of the data for this study was a principal at SLB BC Manunggal Bakti in Depok. The data collection method used an interview instrument to find data on the Effect of Guidance on the Achievement of Deaf High School Students. Sources of data related to this research also use Google Scholar in the last one to ten years and cite several books through internet access.

RESULTS

The object of this research is a deaf student in grade 11 SMA at SLB BC Manunggal Bakti Depok. The subject in this study was a school principal or a mentor for deaf students. The author describes the findings from interviews with resource persons as follows.

Characteristics of deaf students; Deafness is a disorder of hearing function. Disturbances experienced can be in the form of language disorders or speech disorders. Because a deaf person cannot perceive stimuli through the sense of hearing. The deaf are classified by decibels, 35-54 dB requiring speech training and special hearing aids. Between 56-69 dB requires special school placements such as SLB for the deaf and requires special language training. Between 70-89 dB is called weight. If 90+ dB absolutely no sound/sound it is necessary to provide communication via sign language. For those who are mild can still use verbal communication, total communication and sign language. Deaf students who are the object of our research are in the heavy category. Students cannot speak and use sign language.

Learning program; Special programs for deaf children can be carried out with children's speaking skills combined using a behavior family counseling approach taking the principle of human learning that trains parents in managing children. For example, recognition from waking up until going to sleep again is like introducing objects in the room along with their writing and sign language. Starting from what he saw and then introduced. The speaking skills developed with the parental guidance program include pronunciation, vocabulary, fluency, fluency of speech content and understanding. As a result, deaf children can communicate with verbal language in an environment of people who can hear. Learning at school and at home must have a balance.

Learning methods; The learning method for high school deaf students is to introduce sound perception, they must be introduced repeatedly so that students know the writing and its meaning. According to the sources, academic learning is the same as in general.

Student ability; Many changes are experienced by deaf students, for example, students can search on the internet, even though the use of words is still reversed or not in sequence. Students excel in mathematics. However, students have weaknesses in the field of language because they have difficulty expressing it. So it requires sign language and total communication.

Achievement; Achievements that have been achieved in the fields of sports and the arts. Students can create used goods for first place at the city level and win championships in athletic sports specifically for children with disabilities.

DISCUSSION

Deafness is a condition of a person who experiences disturbances in the sense of hearing which can be caused by genetic or non-genetic factors. A person who is deaf is not only seen from his age because damage to the sense of hearing can be brought from birth or for other reasons that cause a person to become deaf. Another reason in question, for example, is an accident that causes damage to the sense of hearing at a certain age. Deafness can be classified by decibels, between 35-54 dB, so deaf students need speech training and special hearing aids. Between 56-69 dB deaf students require special school placements such as special schools for the deaf and require special language training. Between 70-89 dB deaf students can be called heavy. If it is 90+ dB, a deaf student can be said to have heard absolutely no sound, then it is necessary to provide communication through sign language.

Deafness is a term that describes the condition of deafness regardless of the cause and age of occurrence. Deafness is a hearing loss that includes two types, namely conductive hearing loss due to abnormalities of the outer or middle ear, the second sensorineural hearing loss arising secondary to abnormalities of the cochlear, eighth nerve, or central auditory tract. Judging from the cause, hearing loss is divided into two basic categories, first with congenital causes and second with etiology. Congenital deafness is caused by genetics, such as Michel's deafness and Mondini's deafness. Meanwhile, congenital deafness caused by non-genetic factors such as rubella, cretinism, and premature birth can affect the growth and development of children according (Suharmini & Tin, 2009). Deafness is a person whose hearing does not function as in other normal humans so that it requires special education services. A person with low hearing or the type of hearing loss is still included in the milder category, can be treated with hearing aids.

They can be helped medically and psychologically to be able to speak with others according. states that deafness is defined as a condition of individuals who experience damage to their hearing which causes them to be unable to catch various excitatory sounds, or others through hearing. As for another definition of deafness, it is the condition of individuals who are unable to hear it, this can be seen in speech, both in terms of frequency and intensity (Suharmini & Tin, 2009). distinguish between deafness and hearing loss. Deafness can be said to be the inability of hearing to process language information processes, or without hearing aids. Meanwhile, hearing loss is a hearing loss either permanently or fluctuating, which can affect a child's academic achievement, this definition is not classified as deaf (Rafael & Pastiria, 2020). From some understanding of the definition above, it can be said if a deaf student is someone who has limitations in communicating caused by damage

to his hearing so that deaf students are slower to receive information or when communicating with other people both at school and outside school.

Deaf students lack understanding of verbal information (Rafael & Pastiria, 2020). This causes deaf students to find it difficult to accept abstract material, it is necessary to need media or tools to make it easier to understand the concepts of deaf students first when they are in a learning environment. If seen, it is not easy for deaf students to communicate so they need guidance to direct them. In this case the media that can be used to make it easier to communicate with deaf students such as pictures and body movements or language are. The effort that can be done is that deaf students are taught in one class that contains specifically for deaf students. For deaf students at the high school level, introducing is one of the efforts taught by the supervisor. There is also a need for speech reading exercises and lessons that can develop language and speech from special class teachers. After knowing the definition, another thing to know is the characteristics of a deaf student. The visible characteristic of a deaf student is that he has difficulty in communicating, it is difficult to express something he wants to say. The characteristics of deafness according to Telford and Sawray (Rafael & Pastiria, 2020) can be seen from: a). Chronic inability to focus, b). Failure to respond when spoken to, c). Talking late or making articulation errors. d). Experiencing retardation in school.

in his book divides the deaf into several classifications (Pastiria & Rafael, 2020): **Mild Loses**, which is a loss of the ability to hear 20-30 dB which has the following characteristics: a). Difficult to hear conversation. b). Demands a bit of special attention from the school system about its predicament. c). It takes practice to read speech and needs attention. d). Development of vocabulary mastery. **Marginal Loses**, namely loss of hearing ability 30-40 dB which has the following characteristics: a). Understands ordinary conversation at a distance of one meter. However, they have difficulty capturing conversations by hearing at normal distances and sometimes they have difficulty capturing group conversations. b). They will have a little speech disorder and a limited vocabulary. c). Educational programs needed include learning to read, use of hearing aids, speech exercises, articulation exercises and attention to vocabulary development. **Moderate losses**, namely loss of hearing ability 40-60 dB which has the following characteristics: a). They understood loud conversations at a distance of one meter. b). Limited vocabulary. **Severa loses**, namely the loss of the ability to hear 60-70 dB. Has the following characteristics: a). Still used to hearing loud noises from a close distance. An example is a car horn.

The biggest problem for deaf students is the difficulty of communication with the environment either at school or outside of school. Historically, deaf children have difficulty in language, so it is not uncommon to be dubbed "deaf and dumb", those who cannot hear and speak. It is difficult to understand the speech of deaf students due to several factors, namely problems in producing sound, poor voice quality, inability to distinguish tones and also problems related to language structure. (Rafael & Pastiria, 2020) This is also an obstacle for deaf students to get more knowledge, knowledge and information. Not to mention when the facilities or facilities used are inadequate. The second problem that comes to deaf students is the incomprehension or insensitivity of parents when they do not know if their child has damage to their sense of hearing. Those who do not understand may not think of

taking their children to an extraordinary school where the facilities for their children can be met. As in our study, parents still send their children to public schools, so deaf students cannot attend classes effectively.

This will also hinder the future of deaf students. They may have many abilities but may not have the opportunity to achieve them until they become achievements. They may be looked down upon or underestimated when in the company of friends who have good hearing. In fact, deaf students who are in special schools can have an achievement. Deaf students also have advantages in certain subjects, although in lessons related to language students still have difficulties. Of course, this cannot be separated from the guidance they also get at special schools. Teachers or other counselors understand how to communicate better with deaf students than if they were in public schools.

This statement is in accordance with the expression (Hakiem Sedo et al., 2021) that class management planning is intended so that during the learning process the teacher is able to manage the class well so that a conducive and pleasant class situation is created, so that what the teacher says to the students can be accepted and understood by students and of course then aims to improve student achievement. Teachers and mentors understand how to educate deaf students. Based on the research we did, the supervisor uses a program that is combined with involving the role of parents called behavior family counseling. This program is carried out by introducing objects that students see from waking up to going back to sleep. Parents, teachers or supervisors also need to explain about the object starting from the way it is written and the sign language. The speaking skills developed with the parental guidance program include pronunciation, vocabulary, fluency, fluency of speech content and understanding. As a result, deaf children can communicate with verbal language in an environment of people who can hear.

Teachers or supervisors have ways to keep deaf students enthusiastic in living their academic lives to achieve achievements. What supervisors do for deaf students is to provide motivation. (Hakiem Sedo et al., 2021) Teachers must also have the art of teaching, speak using clear mouth movements, be able to use facial expressions and gestures/sign language properly and correctly, and share information with each other. Things like that need to be done repeatedly so that deaf students can get used to and understand the things they learn. Giving positive words or affirmations can also create a sense of confidence in deaf students if they are worthy, especially in achieving an achievement. Instructors can also create a safe, orderly, and fun classroom community. In order for a deaf student to develop optimally, it is necessary to understand his needs so that appropriate assistance can be provided. The results of research by Yoshinaga-Itano and Sedey (Rafael & Pastiria, 2020) reveal that early identification and intervention for children or students who are deaf or are critical components of success in language and literacy development.

Formal education (school) is one of the many efforts made to help deaf children. However, in order for it to be successful, the collaboration between the roles of parents and mentors, integrated handling and professional services is very much needed by a deaf child in order to get the same facilities as other children. (Hakiem Sedo et al., 2021) It can be said that a communication is successful if all aspects such as student abilities, the role of parents, teacher guidance can be managed properly, it can be observed during the learning process

where students are very active in communicating and interacting with the teacher or between students. In communicating, students already use oral language and they are able to express, absorb, and interpret language correctly. In addition, the ability of students is also not only found in the way to communicate, although that is the most important thing and becomes a problem. However, it is undeniable that other abilities deserve to be appreciated, such as deaf students who are the object of our research, deaf students receive achievements in sports and the arts. Students can create second-hand goods for first place at the city level and in athletic sports specifically for children with disabilities, they will also win prizes. This is inseparable from the efforts made both from within the students themselves and from other external factors.

CONCLUSION

A deaf child cannot be underestimated because they too have the opportunity to achieve achievements just like any other child. They also deserve the same education even though in reality they have to struggle more to communicate than others. However, with the guidance program and external roles involved, it will certainly make it easier for deaf students to achieve achievements and communicate. So that a proper guidance greatly affects the achievement of deaf students. This research can be a reference for further research. The suggestions that we offer for further research include; 1.) career paths of deaf children, 2.) changes in deaf children after receiving counseling guidance, 3.) how deaf children communicate with their peers.

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