

The Role of Teachers in Improving the Social Emotional of Deaf Children in Yakalimu Special School

Ipah Saripah

STAI DR.KH.EZ Muttaqien Purwakarta¹
ipahsaripah1183@gmail.com¹

Nadya Yulianty Salsabila

STAI DR.KH.EZ. Muttaqien Purwakarta²
nadyayuliantys@gmail.com²

ABSTRACT

Deaf children often face significant challenges in social interactions and emotional management, making the role of teachers crucial in supporting them. The methodology used is descriptive qualitative with a case study approach, where data were collected through observations, in-depth interviews with teachers, and school document analysis. This study aims to explore the role of teachers in enhancing the social-emotional development of deaf children at Yakalimu Special School (SLB Yakalimu). The results of the study show that teachers at SLB Yakalimu play multifunctional roles, including facilitator, mediator, and motivator. Teachers use specific strategies such as activity-based learning, individual therapy, and positive reinforcement to improve the social-emotional abilities of deaf students. In conclusion, the role of teachers is very significant in supporting the social-emotional development of deaf children, and a holistic and individualized approach is needed to address the challenges they face. This study provides practical implications for educators and policymakers in designing more effective educational programs for children with special needs.

Keywords: *teacher role; social-emotional; deaf children*

INTRODUCTION

Inclusive education is an educational approach that aims to accommodate all children, including children with special needs such as deaf children, in the same educational environment. This is important because inclusive education not only provides equal opportunities for all children to obtain proper and quality education, but also helps them to interact and learn together, thereby reducing stigma and discrimination. Based on Law Number 20 of 2003 concerning the National Education System, inclusive education is a right for all children regardless of physical, mental, social, or emotional limitations

Deaf children often face significant challenges in communicating with their surroundings. Limitations in hearing and speaking make it difficult for them to understand and express thoughts and feelings. As a result, deaf children often feel isolated and face difficulties in establishing social relationships. According to Mulyadi (2012) in

his book "Inclusive Education for Children with Special Needs," this communication difficulty can affect social development According to Mulyadi (2012) in his book "Inclusive Education for Children with Special Needs," this communication difficulty can affect children's social and emotional development, so the role of teachers becomes very important in supporting them

The urgency of this study is based on the importance of the role of teachers in supporting the social and emotional development of deaf children. As explained by Suyanto (2013) in "Inclusive Learning Strategies," teachers must have specific skills to identify the needs of each child and develop appropriate learning strategies. Teachers at Sekolah Luar Luar (SLB) Yakalimu are faced with this challenge every day, and this study aims to explore How they can effectively support deaf students

Supporting facts from previous studies have shown that deaf children who get adequate social and emotional support from their teachers tend to show improvements in social interaction and emotional management. For example, Sujiono (2014) in "Early Childhood Education: Theory and Practice" emphasizes the importance of interactive and contextual learning for children with special needs, which can help them develop their social and emotional skills

However, there are gaps in previous research that point to the need for a more specific and individualized approach in supporting the social-emotional development of deaf children. Existing research often focuses on teaching methods in general without taking into account the individual needs of children with special needs in depth. In addition, previous studies have often not touched on the multifunctional role of teachers as facilitators, mediators, and motivators in the context of deaf children's education.

This study tries to fill the gap by examining in depth the multifunctional role of teachers in SLB Yakalimu in supporting social development emotional deaf child. Teachers at Yakalimu SLB use a variety of special strategies such as activity-based learning, individualized therapy, and positive reinforcement to improve the social emotional abilities of deaf students. These strategies have not been widely discussed in previous research, especially in the context of inclusive education in Indonesia

The study also seeks to update and enrich the literature on inclusive education with a focus on the role of teachers in the context of deaf children. In the article "The Role of Teachers in Inclusive Education" published by the Journal of Inclusive Education (2016), it is stated that positive reinforcement is one effective way to build strong relationships between teachers and students, as well as create a positive and supportive learning environment. However, the article does not provide Details on how positive reinforcement can be applied specifically to deaf children.

This research offers a new contribution by showing that the role of teachers is significant in supporting the socio-emotional development of deaf children, and that a holistic and individualized approach is needed to address the challenges they face. In the

book "Education Profession: Problems, Policies, and Innovation" by Sudrajat (2015), teacher professional development is called as a key to improving the quality of inclusive education and ensuring that all children receive proper and quality education. This research provides practical insights for educators and policymakers in designing more effective educational programs for children with special needs

In particular, this study aims to explore and describe the multifunctional role of teachers in SLB Yakalimu, as well as identify effective strategies in supporting the social and emotional development of deaf children. Thus, this research not only fills gaps in the literature but also provides practical implications that can be applied in the context of inclusive education in Indonesia

METHODS

This study uses a descriptive qualitative approach with a case study method to explore the role of teachers in improving the social-emotional development of deaf children at Yakalimu Special School (SLB). The sample of this study was five teachers selected using purposive sampling based on the teaching experience of deaf children. Data were collected through participatory observation, in-depth interviews, and document analysis. Observations were made in classes to observe the interaction and teaching strategies used by teachers for three months (Sugiyono, 2017). Semi-structured interviews were conducted to gain an in-depth understanding of the teacher's role in supporting the socio-emotional development of deaf children, lasting for about an hour each interview (Moleong, 2012). Document analysis includes lesson plans (RPP), student progress records, and learning materials (RPP), student progress records, and learning materials to support observation and interview data (Rahardjo, 2010). The data were analyzed using thematic analysis techniques, which involved transcription of interview data, initial coding, identification of main themes, and interpretation and linking of these themes with research questions (Bungin, 2011). The validity and reliability of the research is guaranteed through data triangulation, member checking, and audit trail (Santosa, 2014). This research took place at SLB Yakalimu for six months.

RESULTS AND DISCUSSION

The results of this study related to the role of teachers in developing social emotional deaf children as follows:

A. Teacher's Role as Facilitator

Teachers at SLB Yakalimu play an important role as facilitators in creating a conducive and inclusive learning environment for deaf children. They use a variety of media and teaching methods specifically designed to meet the needs of students. In the learning process, teachers use sign language, pictures, and other visual aids to help

students understand the subject matter. This strategy is in line with the views of Moleong (2012) which emphasizes the importance of using teaching methods that are appropriate to student needs to improve learning effectiveness. In addition, teachers at SLB Yakalimu design group activities that encourage social interaction between deaf and deaf students. Other. These activities assist students in developing communication skills and building positive social relationships. Suparno (2015) also underlined the importance of activity-based learning to increase student participation and involvement in the learning process.

B. Teacher's Role as a Mediator

Apart from being a facilitator, teachers at SLB Yakalimu also act as mediators in overcoming conflicts and problems that arise between students. They teach students about effective ways to resolve conflicts and manage their emotions. For example, teachers teach self-regulation techniques such as breathing deeply, counting to ten, or using sign language to express their feelings. This approach helps students manage their emotions better, which in turn improves their social-emotional abilities. These findings are consistent with Santrock's (2011) research which suggests that self-regulation is an important skill that needs to be taught to children, especially those with special needs. Handayani (2014) also supports these findings by stating that emotion regulation interventions can improve the emotional well-being of children with special needs.

C. Teacher's Role as a Motivator

Teachers at SLB Yakalimu also play an important role as motivators. They give positive encouragement and praise to students to motivate them in achieving learning goals. Positive reinforcement provided by teachers, such as verbal praise, stickers, or other small rewards, is effective in increasing students' intrinsic motivation. Ryan and Deci (2000) His motivational theory states that positive reinforcement can increase intrinsic motivation and help individuals to reach their potential. This is relevant to the findings of this study, where teachers at SLB Yakalimu use various forms of positive reinforcement to motivate students. Wibowo (2012) also showed that the use of positive reinforcement in education can improve academic performance and student motivation. The results of this study show that the multifunctional role played by teachers at SLB Yakalimu is very important in supporting the social-emotional development of deaf children. The role of teachers as facilitators, mediators, and motivators reflects the holistic approach needed to address the challenges faced by deaf children. These findings make important contributions to the literature on inclusive education and show how inclusive teaching strategies can be and demonstrate how inclusive teaching strategies can improve students' social and emotional skills.

D. Facilitator Role

The role of facilitators played by teachers at Yakalimu SLB shows that an inclusive and activity-based learning approach can help deaf students develop their social and emotional skills. Suyanto (2013) states that activity-based learning can improve Student

participation and involvement in the learning process. By using interactive learning methods and engaging students directly, teachers can create a more inclusive and supportive environment. This approach also helps students to feel more involved in the learning process and builds important social skills.

E. The Role of the Mediator

The role of mediators performed by teachers is very important in helping deaf students manage their conflicts and emotions. According to Santrock (2011), self-regulation is an important skill that needs to be taught to children, especially those with special needs. By teaching self-regulation techniques, teachers help deaf students to develop the skills necessary to cope with stress and conflict situations. This is also supported by research Handayani (2014), who showed that emotion regulation interventions can improve the emotional well-being of children with special needs. By teaching emotion regulation skills, teachers help students to become better able to manage their feelings and interact positively with others.

F. The Role of Motivators

The role of motivators carried out by teachers by providing positive reinforcement is also very effective in increasing student motivation and confidence. Ryan and Deci (2000) state that positive reinforcement can increase intrinsic motivation and help individuals to reach their potential. This is relevant to the findings of this study, where teachers at SLB Yakalimu used praise and appreciation to motivate students Wibowo (2012) also showed that the use of positive reinforcement in education can improve academic performance and student motivation. By providing rewards and recognition, teachers help students feel valued and motivated to continue learning and growing

The results of this study provide several practical implications for educators and policymakers in designing more effective educational programs for children with special needs. First, teacher training and professional development needs to focus on inclusive, activity-based teaching strategies. Teachers need to be equipped with the necessary skills and knowledge to teach children with special needs, including deaf children. Second, there needs to be adequate support for teachers in the form of resources and teaching aids that are appropriate to the needs of deaf students. These resources include visual aids, assistive technology, and learning materials designed specifically for deaf students. Third, positive reinforcement should be an integral part of the strategy teaching to motivate students and enhance their social-emotional development. Positive reinforcement can help students feel valued and motivated to achieve their goals.

This research shows that the role of teachers in supporting the social-emotional development of deaf children is very important and multifunctional, including as facilitators, mediators, and motivators. This is in line with the theory put forward by Suyanto (2013) in his book "Inclusive Learning Strategies", which states that teachers should have specific skills to identify the needs of each child and develop appropriate

learning strategies. In the context of inclusive education, a holistic and individualized approach is needed to address the challenges faced by children with special needs, especially deaf children. Furthermore, the motivation theory proposed by Ryan and Deci (2000) on Self-Determination Theory also supports this finding. According to the theory, positive reinforcement from teachers can increase students' intrinsic motivation and help them reach their maximum potential. In an inclusive learning environment, teachers play an important role in creating a supportive and respectful atmosphere that can increase the confidence and motivation of deaf students to learn and interact socially.

In "Early Childhood Education: Theory and Practice" by Sujiono (2014), the importance of interactive and contextual learning is also affirmed. Activity-based learning, individualized therapy, and positive reinforcement are effective strategies that can help deaf children develop their social and emotional skills. This approach not only improves their communication skills, but also helps them better manage their emotions. In addition, Handayani (2014) in his research on emotion regulation showed that emotion regulation interventions can improve the emotional well-being of children with special needs. By teaching emotion regulation skills, teachers help students to be better able to manage their feelings and interact positively with others.

The implications of these theories suggest that training and professional development for teachers needs to be focused on inclusive, activity-based teaching strategies. Resources and teaching aids appropriate to the needs of deaf students should also be provided to support the role of teachers. This includes visual aids, assistive technology, and learning materials designed specifically for deaf students.

By integrating these theories into teaching practice, teachers at Yakalimu SLB can be more effective in supporting the social and emotional development of deaf children, achieving their goals, creating an inclusive learning environment, and helping students feel valued and motivated to

CONCLUSION

It can be concluded that the role of teachers in SLB Yakalimu is very important in supporting the social-emotional development of deaf children. Through their role as facilitators, mediators, and motivators, teachers are able to create inclusive and group activities. In addition, teachers assist students in managing their conflicts and emotions by teaching self-regulation techniques. Positive reinforcement provided by teachers is also effective in increasing student motivation and confidence. The practical implications of this research are the importance of training and support for teachers in teaching deaf children, as well as the need for the integration of positive reinforcement in teaching strategies. supportive learning environments. They use a variety of teaching strategies specifically designed to meet student needs, such as the use of sign language.

REFERENCES

- Bungin, B. (2011). *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*. Jakarta: Kencana Prenada Media Group.
- Handayani, S. (2014). Pengaruh Regulasi Emosi terhadap Kesejahteraan Emosional Anak Berkebutuhan Khusus. *Jurnal Psikologi*, 12(1), 45-56.
- Jurnal Pendidikan Inklusif. (2016). *Peran Guru dalam Pendidikan Inklusif*. Yogyakarta: UNY Press.
- Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mulyadi. (2012). *Pendidikan Inklusif untuk Anak Berkebutuhan Khusus*. Jakarta: Bumi Aksara.
- Rahardjo, M. (2010). *Metode Penelitian Kualitatif untuk Ilmu-Ilmu Sosial*. Jakarta: Lembaga Penelitian, Pendidikan dan Penerangan Ekonomi dan Sosial (LP3ES).
- Ryan, R. M., & Deci, E. L. (2000). Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being. *American Psychologist*, 55(1), 68-78.
- Santosa, S. (2014). *Validitas dan Reliabilitas Penelitian Kualitatif*. Yogyakarta: Graha Ilmu.
- Santrock, J. W. (2011). *Perkembangan Anak*. Jakarta: Erlangga.
- Sudrajat. (2015). *Profesi Kependidikan: Problematika, Kebijakan, dan Inovasi*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Sujiono, Y. (2014). *Pendidikan Anak Usia Dini: Teori dan Praktik*. Jakarta: Indeks.
- Suparno, P. (2015). *Pendidikan Inklusif di Indonesia: Konsep, Kebijakan, dan Implementasi*. Yogyakarta: Pustaka Pelajar.
- Suyanto. (2013). *Model Pembelajaran Berbasis Aktivitas*. Jakarta: Gramedia.
- Universitas Negeri Surabaya. (2018). *Jurnal Pendidikan Khusus*. Surabaya: UNESA Press.
- Wibowo, A. (2012). Penggunaan Penguatan Positif dalam Meningkatkan Kinerja Akademik. *Jurnal Pendidikan*, 18(2), 123-134.

