



Profile of Deaf Students at Batubara Special School with Achievements in National Pantomime Field

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Abstract

The research was motivated by the findings of a deaf student at SLB Negeri Batubara who achieved achievements in mime art. Students' skills in performing mime movements are a long process until they can achieve achievements at the national level. This study aims to reveal what factors influence students to be able to achieve achievement, the obstacles faced and the solutions made to overcome them. The research method uses a case study with a qualitative approach. Sources of data consisted of outstanding deaf students, teacher trainers, parents and the head of the SLB Negeri Batubara. Collecting data using interview, observation, and documentation techniques. Data collection tools using interview guidelines, observation and document checklists. Data analysis using qualitative data analysis techniques Miles and Huberman. The results of the research obtained are achievements in the mime field from 2019 to 2021 at the Provincial and National levels. Internal factors that support students to excel come from interest in practicing and good physical condition. Meanwhile, external factors are supported by various parties, starting from teacher trainers, schools and parents. There are no significant obstacles faced by Mutia in achieving achievements. Mutia undergoes a training process and diligently participates in every competition.

Keywords: deaf, mime, achievement, extracurricular

Introduction

Education is an absolute right for everyone. Children with special needs are included in the priority of getting an education that suits their needs (Marlina, 2015). The purpose of education is to develop children's potential in all aspects of development, cognitive, social through the domain of attitudes and physical aspects through the psychomotor domain. The government facilitates education with a predetermined system (Toharudin, 2017). Education does not only equip children with academic skills but also non-academic skills so that education in formal study units or schools is provided in two forms, which are called academic and non-academic activities or extracurricular activities (Mustafa, 2021). The purpose of holding extracurricular activities is to foster and develop children's talents and interests, explore and develop children's potential. Forms of extracurricular

activities include skills, sports, and arts (Muhammad, Wati, & Safaredha, 2017). The development of extracurricular aspects is very important in order to develop children's potential to the fullest. Interest seeking improves aspects of students' attitudes, skills and even knowledge in their area of interest.

Each school has extracurricular activities with their own characteristics (Nasyirudin & Sa'diyah, 2021). Students with special needs have limitations so that they have needs that must be specially facilitated according to their potential. There are several obstacles encountered by students with special needs in undergoing the learning process, including non-academic activities, such as various extracurricular activities that have not been facilitated in each Special School (SLB) (Rahmaeni, 2017). Constraints experienced by ABK will not be an obstacle if they get

the right coaching according to their interests and potential.

Schools should provide facilities and infrastructure in schools, such as general schools and special schools (Bahri & Mulyadi, 2022) supported by (Mughtar, 2018). Schools that facilitate the development of extracurricular activities are managed with an adequate support system, so that children with special needs can develop their interests and potential to the fullest, up to competitions at different levels (Marlina, Ningsih, Fikry, & Fransiska, 2022c). Each school has its own policy. Schools also play a role in providing instructors for any extracurricular activities they undertake.

One of the students at SLBN Batubara has reached the milestone of a national mime. The success of a deaf student named Mutia certainly occurred in a long process. It took a long process for Mutia to reach her current position. Mutia's journey begins by identifying her dominant interest over a long period of time. Mutia has tried several fields until finally finding her interest in mime art. Mutia has hearing impairment, so sight is the dominant sense (Wasita, 2012). Movement, expression and expression are the main forms of communication shown and understood by every deaf student (Rahmaeni, 2017). For this reason, the field of extracurricular activities that will explore deaf students must be considered in accordance with the characteristics and potential of deaf students (Rusadi & Marlina, 2021).

Pantomime is one of the most competitive extracurricular activities nationally. Mime art focuses on expressive movement, not sound. Therefore, mime fits perfectly with the characteristics of deaf students. Each student has different skills, stamina, and competitiveness. Students who have achieved achievements up to the national level certainly have certain trajectories and processes that need to be known in order to apply the coaching process to other students. Several factors affect student performance, including Mutia's performance. There are two main categories, namely internal and external factors (Nasyirudin & Sa'diyah, 2021), Supported by (Marlina, Ningsih, Fikry, & Fransiska, 2022b), who stated that internal and external factors in students greatly affect student achievement). This study aims to collect information and describe in depth the profile of outstanding students and support them in their achievements, especially the factors that Mutia has to achieve mime results at the national level.

Research Methods

The type of research used is a case study with a qualitative approach. A qualitative approach is a study that describes a phenomenon in depth by

examining various aspects related to a topic or object of research (Sugiyono, 2015)

Research Subject

Subjects were selected using a targeted sampling technique. Based on the statement (Sugiyono, 2015) that the choice of data sources on people who will be interviewed or observed is purposive or conscious choice, namely with certain considerations and goals. The source of data in this study is a deaf student with the name Mutia who will be the main data source. Secondary data sources are teacher trainers who will provide comprehensive data based on research needs, children's parents and school principals.

Research Setting

The research was conducted at the SLBN Batubara, parents' homes and student training sites based on predetermined training programs and locations. Timing is adjusted to the needs and circumstances of the child in the data collection process. Activities at school are carried out during extracurricular activities. The home study was conducted by interviewing the parents at an agreed time. Setting at the training ground is done in the afternoon. Data collection involves two assistant observers with the aim of increasing the objectivity and objectivity of the data collected. An observer assistant observes movement activity at different times from other assistants. During the observation process, observers and assistants observe without giving direct influence while mutia is practicing. The entire data collection process was carried out in accordance with applicable health protocols to prevent the spread of Covid-19.

Data Collection Techniques and Instruments

The research was conducted with a qualitative approach. Data collection techniques used are interviews, observation and documentation. The interview technique was carried out to collect information directly from data sources through a question and answer process in accordance with interview response guidelines. All data were collected by interviewing four data sources. Interviews were conducted to collect data on results, internal and external factors, as well as barriers and solutions to performance achievement in achieving mime achievements nationally.

Observation techniques were used to collect data about the process of implementing the research, the process of implementing the exercises, as well as indicators of internal factors for students. Documentation is a review of existing documents

based on data needs. The documentation collected as supporting and complementary data for this research are documents related to student performance. Documentation technique used to strengthen data about the history of student achievement.

Data analysis

Data analysis was carried out using qualitative descriptive data analysis techniques for case studies proposed by Miles and Huberman (Marlina, 2021). Miles and Huberman's data analysis activities consist of several steps, namely: data collection, which is the first step in collecting all data found in the field through multiple data collection interviews, observations and document reviews. Data reduction, namely selection, focuses on simplifying the results of interviews, abstracting and transforming the raw data obtained in the field, then selecting data that are relevant and less relevant to the research objectives. Data presentation, namely the aggregation and presentation of the collected data in the form of a narrative with the intention or expectation that individual data cannot be separated from existing problematic conditions and conclusions can be drawn more easily. Draw/verify conclusions, namely comparisons of data obtained and comparisons with research objects to fulfill research objectives in the end.

Data Validity Technique

The validity technique uses triangulation. The triangulation used in this research is method triangulation and source triangulation. The researcher uses observation, in-depth interviews and documentation to gather information at the same time. The triangulation that will be used concerns techniques and community resources. comparing information through interviews and observations from various sources in the search for the truth of information. monitoring through observation, interviews and various other techniques adapted to differences in time and situation. If the subsequent information is not the same, it will be displayed again until the final information is found.

Result and Discussion Achievements ever achieved

Before becoming a student who won first place in the mime field at the national level, Mutia had several times participated in both cross-disciplinary competitions and special competitions in the mime field. Mutia has participated in various competitions intended for students with special needs who study in

special school education units. Based on the information given by the school principal, it shows that Mutia is an active student in participating in various competitions and achieving achievements at the North Sumatra provincial and national levels.

The documents that support this statement, especially in the mime field, start with the certificates, trophies and medals obtained by Mutia at the North Sumatra provincial and national levels, such as document 1, namely the 1st Place Award for the SMPLB/SMALB Pantomime Competition at the North Sumatra Province Level in 2019. In the document 2 there are trophies, medals and certificates of appreciation, 1st runner-up in the 2019 National SMPLB/SMALB Level Pantomime Contest. Then in document 3 there is the 1st Place Award for the North Sumatra Provincial Level SMPLB/SMALB Pantomime Competition 2020. Furthermore, in Document 4 there is a Cup, Medal and Certificate of Award for 3rd Runner Up Mime Contest at the National SMPLB/SMALB Level 2020. In 2021, Mutia won 1st Place Award in the Pantomime Competition for SMPLB/SMALB North Sumatra Province in 2021, Trophy, Medal and Award Certificate for 1st Place Mime Competition for SMPLB Level /SMALB National Level 2021. For supporting documents, there is a P Notification Letter the 2021 FLS2N-PDBK report and the Appendix, as well as publication in Online Media with the title "This is the Winner of the 2021 FLS2N Special Education Level" which was published on September 7, 2021 on the Kemdikbud blog page.

Internal and External Factors in Achieving Achievements in the Pantomime Field at the National Level

Mutia has all the internal factors to support her in achieving national level mime achievements. First, in terms of interest, based on a statement from himself, Mutia has an interest and interest in mime art. According to Mutia, she likes learning and acting out mime roles because the rules in mime roles are similar to the situation experienced by Mutia. In the pantomime role is intended to move and express without using words. Just like the state of Mutia who can't hear so she can't speak. Through pantomime Mutia can express herself optimally without having to think about obstacles in speaking verbally.

Student interest is also illustrated by the training process observed by the assistant observer who observed the student's training process which came from Mutia's own initiative while at home. Based on the training process, it shows that Mutia has high perseverance in practicing. This is shown by his

efforts to keep practicing various facial expressions in front of the mirror to find the best form of expression. Through this effort, it is also seen that students are very interested in deepening their skills in performing mime roles.

Students have hope to excel through the practice process. This is shown through Mutia's perseverance in practicing regularly and also regularly participating in competitions as indicated by the charter documents that have been obtained in the last three years in the field of mime, both at the provincial and national levels. Persistence in practice describes the hope to be able to master the role and develop skills in demonstrating a more varied pantomime movement. Students' persistence in practicing shows students' expectations to be able to master the movements taught by the trainer teacher. The drive to excel is an indication of students' expectations to practice and participate in various competitions in the mime field.

The personality dimension that becomes the focus in achieving achievement is the student's commitment and hard work in undergoing the training process and participating in competitions. Based on the statement submitted by the student concerned that he practiced regularly. This shows a great commitment to students in practicing. In addition, the process of practicing regularly requires great hard work. Perseverance in trying to participate in every competition also indicates a commitment to excel in Mutia.

Each data source explained that Mutia's health condition was good. During training, activities and participating in competitions, Mutia always shows good stamina. According to Mutia herself, she did not experience any problems related to her physical condition in practicing. The coach teacher also said that Mutia's physical condition is always good when practicing. Only a little constrained because Mutia was too excited in the training process. The problem is like cramps in the neck when Mutia moves the neck intensely. On the other hand, parents also gave the same statement regarding Mutia's excellent physical condition while practicing.

School is the environment where Mutia is. The achievements that have been achieved by Mutia are also inseparable from the role of the school where Mutia has facilitated with coaches, infrastructure and support in participating in the competition. The principal explained that the school facilitates several extracurricular activities. The school facilitates the implementation of extracurricular activities, especially in the field of mime art with adequate facilities and infrastructure. The school facilitates a practice room that has a mirror to facilitate mime practice. Facilities

and infrastructure for practicing pantomime have been supported at SLB Negeri Batubara. This can be seen from the availability of adequate practice space to move freely. The art room that is being practiced is also equipped with a wide mirror on one side of the wall so that it can make it easier for students to explore the movements being studied.

The school also provides support in the form of appreciation for students who get achievements. Information support is provided by the principal and also the teacher trainer. If there will be a competition, the principal will get information from the group on social media. The teacher trainer conveys information obtained from provincial sources which is conveyed to schools.

Mutia's parents have given great support to Mutia. This was conveyed by the teacher trainer Mutia. There is cooperation between parents and the school, including teacher trainer Mutia. Parents provide support to Mutia in the form of providing opportunities and trust for Mutia to practice, dropping off and picking up Mutia when there is a practice schedule, and providing moral and material support. Parents are proud of their child's perseverance in practicing. This was conveyed by parents who continue to support activities that interest the child to be able to achieve achievements. According to Mutia's parents, they also provide support in the form of appreciation. The support is like giving a gift to Mutia when she can win the championship after participating in a competition.

The coach is one of the external factors that plays an important role in the process of achieving the achievements that have been achieved by Mutia. According to a statement submitted by the principal at CW 1, before being trained by the trainer who became a mentor teacher for Mutia in 2021, Mutia had not been maximal in demonstrating the role of pantomime. According to the principal, this was due to the lack of "chemistry" with the previous coach. The support provided by the trainer can be in the form of teaching methods that are easily understood by children. In addition, teachers are also looking for the most effective ways to communicate, and also take the time to help each other with parents in conditioning the child's training process. In line with statements from parents, the principal also explained that teacher trainers provide support and have an active role in supporting students to excel.

Obstacles faced in achieving achievements in the mime field at the national level

Based on information from all data sources, whether the students concerned, teacher trainers, school principals and parents, they do not feel any

obstacles in achieving achievements in the mime field at the national level. The information provided is consistent between each data source. On the other hand, the teacher trainer said that there were no significant obstacles in the process of training Mutia. Mutia's own parents also said that there were no significant obstacles during Mutia's practice. According to the student, he did not feel any difficulty in practicing the art of pantomime because he could imagine how the image of the object or the environmental situation in which he played a role. Mutia imagines the objects that are being demonstrated.

Based on information from the four data sources, they simultaneously stated that there were no significant obstacles for Mutia and the teacher trainers during the process of practicing mime roles so that Mutia could achieve achievements at the national level. From these findings, it can be concluded that Mutia has a strong determination so that she does not feel any significant obstacles.

Solutions To Overcome Obstacles

The training process that has occurred to the process to take part in the competition. According to all data sources, there are no significant obstacles. As explained in the specific findings about the obstacles experienced by the teacher trainers related to the accuracy between the movements and the musical accompaniment that existed when demonstrating the pantomime. Based on information from the teacher trainer, communication with students is needed in order to overcome obstacles in appearance. The communication that becomes the solution is to provide codes as a cue for the child to move during the pantomime demonstration.

Discussion

Learning achievement and achievement in non-academic fields is the result of a long process. Each student has diverse potential in various fields. Referring to the theory of multiple intelligences, each individual has a dominant intelligence area. Finding the field of intelligence is one of the goals of education to be able to explore and develop the potential possessed by students (Setiawan, 2019) When the teacher can find the dominant intelligence area in a child, then the next task of the teacher is to guide the child so that he can improve his abilities in his field. The available guidance and facilities have a great influence on the achievement of a student (Nasyirudin & Sa'diyah, 2021) In addition to encouragement from students themselves, support from important parties

such as parents, teachers and school policies will determine the success of a child.

The facilities provided will support the achievements that can be achieved by a child, this is due to the fulfillment of the needs in developing skills in the field of interest (Kartika, 2016). Internal factors in the form of motivation and perseverance are also important factors that can be improved through the psychological support that children get. If the child gets the convenience and can practice safely and comfortably, it will further increase the perseverance and motivation in the child to excel (Marlina, Ningsih, Fikry, & Fransiska, 2022a).

Teachers in schools have a role in exploring the potential of children. Without the support of the teacher, it can make it difficult for children to understand their own needs and interests (Nasyirudin & Sa'diyah, 2021) Teachers who try to support children to explore themselves will open new knowledge for children in understanding the interests of children and potential tendencies that are more dominant in themselves. Through the experiences that happened to Mutia, her teachers and trainers, it can be seen that Mutia's efforts to participate in various fields and get maximum support from teachers, the school and her parents. This process produces experience for Mutia to understand which field is more dominant in her talent.

The support provided by parents is an external factor that is also important for children. Every activity carried out by children who are still under the responsibility of parents, completely depends on how parents direct and support their activities. It is the same with the training process in the context of developing skills according to the interests of the child. If parents do not provide support, it will be more difficult for children to be able to carry out activities to the fullest.

Conclusion

The research results obtained are that students have accumulated achievements in the mime field from 2019, 2020 to 2021 at the Provincial and National levels. Every year Mutia gets a champion as a hope and in the 3rd year she becomes the first winner in the mime field. The internal factor that supports a deaf student named Mutia to excel comes from the interest he has in the field of mime art. This interest gives birth to perseverance in practicing and encouragement to excel in the field they are engaged in. Good physical condition and stamina are also very important supporting factors in the smooth process of practicing. Meanwhile, external factors are supported

by various parties, ranging from teacher trainers, schools and parents. Each party becomes a complementary component in supporting Mutia to be able to achieve achievements in the fields of interest. There are no significant obstacles faced by Mutia in

achieving achievements in the field of mime at the national level. Mutia undergoes a training process and diligently participates in every competition and has begun to focus on the field of mime art since the last three years.

Pendidikan Matematika, 2(1), 63–72.

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