# Total Communication as the Basis for the Learning Preparation Programs of Deaf Student

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**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan model pelatihan komunikasi total sebagai dasar penyusunan program pembelajaran bagi siswa tunarungu. Kegiatan pengembangan model ini dilakukan dengan menyusun konsep pelatihan komunikasi total melalui diskusi. Hasil dari diskusi kemudian dikembangkan dalam hal materi dan teknis pelaksanaannya. Model pelatihan kemudian diimplementasikan dan diukur keefektifannya dalam hal meningkatkan kemampuan guru dalam menyusun program pembelajaran berdasarkan tipe komunikasi siswa turnarungu menggunakan pendekatan komunikasi total. Hasil dari pengujian model pelatihan ini menunjukkan bahwa konsep seminar dan workshop pada pelatihan sangat efektif untuk meningkatkan kemampuan guru dalam meyusun program pembelajaran bagi siswa tunarungu yang disesuaikan dengan karakteristik komunikasi yang dimiliki.

**Kata Kunci**: *tunarungu, komunikasi total, pembelajaran, asesmen*

**Abstract**

This study aims to describe the total communication training model as the basis skill for preparing a learning program for deaf students. This model development is conducted by compiling the concept of total communication training through discussion. The results of the discussion are then developed in terms of material and technical implementation. The training model implemented and measured its effectiveness in terms of improving the ability of teachers to compile learning programs based on the type of student communication using a total communication approach. The results show that the concept of seminars and workshops in training is very effective in improving the ability of teachers to compile learning programs for deaf students that are tailored to their communication characteristics.

*Keywords: deaf,total communication, instructional, assessment*

## Introduction

Deaf children are children who have impaired sense of hearing and are divided into two groups, namely deaf and hard of hearing. This results in deaf children having obstacles in their verbal (oral) communication, both in expressive form (speaking) and in receptive form (understanding other people's speech), so deaf children have difficulty in communicating to the wider community in general who usually use verbal language in communication. Verbal language in deaf children can be obtained using total communication. Total communication is an effective communication system because it uses oral communication.

Total communication is an approach used for educational approaches that use communication media such as oral, aural and manual adapted to

what tuanrungu needs, thus making deaf language skills improve. Total communication is a useful concept to improve effective communication between deaf or deaf people with the wider community by utilizing the media of speaking, lip-reading, hearing, and patterning in an integrated manner [1]

In addition, total communication is a flexible approach compared to other approaches that are more specific in deaf children's learning. Generally, in learning deaf children use two main types of approaches, namely: Pure oral (pure oral) and combination (combined method) namely the addition of cues, and finger spelling in oral communication.

The development of sign language in the deaf is divided into two, namely the Indonesian Sign System (SIBI) and Indonesian Sign Language (BISINDO). SIBI sign language is a communication medium for the deaf that mixes spoken language, signs, mimics, and other movements. SIBI is designated by the government as a sign language used in exceptional schools (SLB). Deaf people with SIBI are not their language, this is because there are rules in it regarding cues that interpret vocabulary when communicating [2]. There are also deaf people who use BISINDO as a sign language in addition to SIBI. BISINDO is a pure gesture according to the understanding of deaf people towards the surrounding environment [3]. BISINDO is a cue for deaf people whose position is older than SIBI. When used as sign language, BISINDO has the characteristic of giving rise to facial and oral expressions.

Unlike oral communication, oral is a way of communication by using spoken language as a means of communicating. In addition, the definition of oral communication is divided into two, namely: first, oral is a communication system that uses speech, residual hearing, reading speech, and or vibrational stimulation and touching (vibrotactile) for a spontaneous conversation. Second, oral is an education system that uses spoken and written language during teaching and learning activities.  [4]

Based on studies in the field, there are learning problems faced by special teachers in West Sumatra, including: first, teachers have difficulty communicating with deaf students during learning because some teachers who teach deaf students are not graduates of special education second, teachers still use a separate method of communication between cues and oral so that it does not yet correspond to the mother tongue of deaf students; and third, teachers do not yet have the skills to apply total means of communication in the learning of deaf students.

Therefore, it is necessary to have a training model that can help teachers understand the concept of total communication and can later be used as a basis for compiling learning programs.

## Method

This research uses a mix method approach. Quantitative and qualitative data are obtained to corroborate the research results.
*Qualitative Approaches and Data.*
This qualitative approach to research is used in compiling a total communication training model that can improve the ability of teachers to compile learning programs according to their communication characteristics. In this activity, a qualitative approach is used in the form of a focus group discussion. In this FGD involved experts in extraordinary education and learning technology. From the results of the discussion, qualitative data was obtained that this training model will be compiled with the concept of seminars and workshops. The seminar will present experts in terms of communication assessment, deaf learning with a sign language approach, deaf learning with a speech therapy approach, and total communication. After the seminar was held, participants were then given the opportunity to implement the knowledge gained in the workshop activities.
*Quantitative Approaches and Data*
A quantitative approach is used to test the effectiveness of training models in improving teachers' ability to understand total communication for the basis of preparing learning

programs for deaf students. This activity is carried out by providing *pretests* to special school teachers who teach deaf students. After being given a p *pretest,* the teacher is then given training with a model that has been developed. After the training in the form of a seminar is completed, teachers are given time to conduct workshops and at the end of the activity to take part in the *posttest.* These *pretest* and *posttest* data are then analyzed descriptively quantifies to determine the increase.

## Result and Discussion

1. Development of a Training ModelKomun ikasi Total.

   This model of total communication training begins with the preparation of activities. This preparation is carried out in coordination with partners to schedule activities consisting of seminars and workshops. This coordination was carried out with the head of the deliberations of the principal of West Sumatra Province.

   a. Seminar (*IN)*

      Thereare seminar activities carried out directly by paying attention to health protocols. The seminar was held at Daima Hotel, Padang with 27 SLB B teachers from Padang, Payakumbuh and Solok City, there were four materials presented by the speakers, namely: (1) Rila Muspita, M. Pd (UNP), (2) Rully Anjar A (SLB N 2 Jakarta) dan (3) Ilham Akerda E (Univ. Mercubaktijaya). The material presented consists of material on the concept of total communication, pre-academic assessment, sign language-based learning, and speech therapy-based learning.

   b. Workshop *(OUT)*

      Workshop activities are activities carried out by teachers in their respective schools. This activity consists of the implementation of assessment of communication characteristics, the preparation of learning based on the type of communication and the implementation of the learning program that has been prepared.

      Workshop activities are one of the activities that follow seminar activities. This activity aims to implement the results of the seminar to learning activities in SLB, by conducting assessments, preparing programs based on the results of assessment and implementation. The format of preparing assessments and programs uses the format that has been given during the seminar. This activity is carried out in their respective schools

2. Effectiveness

   This training activity aims to train teachers to be able to compile and implement learning using total communication to support learning. To determine the achievement of this activity, the service team measured the understanding of the participants before and after the activity through instruments regarding the substance of the parenting program. The results of such measurements are as follows:

   a. Participant Profiles

      The samples in this trainer effectofotas test were 27 special teachers in West Sumatra. Before measuring the understanding of total communication, the team first asks about the implementation of total communication in schools. The following are the results of data collection regarding the implementation of total communication in schools.

   b. Implementation of learning for deaf students

      Basically, all special schools have carried out learning for the deaf with a variety of media tailored to the characteristics of student needs. However, teachers face difficulties in the form of poor communication because students find it difficult to understand the teacher's intentions and vice versa. This is

supported by the teacher's statement that there are learning objectives that have not been achieved. Based on the information from the teacher, learning objectives are difficult to achieve due to the following:

1. Students do not understand the teacher's intentions

2. Teachers can't Sign language

3. Students prefer to use Sign language

4. Teachers do not have sufficient understanding of deaf students

5. Constraints on student ability

The problems faced by the teacher make the teacher not optimal in implementing learning programs in schools, so the teacher's expectations, in facilitating teaching and learning activities, the following things are needed:

1. Readiness of students in learning
2. Communication type equalization
3. Training
4. Media
5. Sufficient facilities according to the needs of students

c. Pretest andPosttest

Before the seminar and workshop activities began, participants were given an instrument measuring understanding of total communication. Based on the results of data collection, the following results are known:
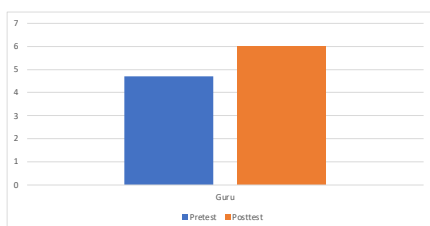


*Figure1. pretest dan posttest*

Based on the diagram, it is known that the teacher's understanding after attending the training has improved. Teachers' average score on parenting comprehension rose from 4.7 to 6.

**Conclusion**

Based on the results of data analysis, it is known that the total communication training model using the seminar and workshop model is effective in improving the ability of teachers to contribute learning programs that are in accordance with the communication characteristics of deaf students. The aspects that needs to be considered is the material presented during the seminar, which includes a learning approach that uses all types of student communication (cue, oral or comparative). In addition, the practice of recognizing the type of student communication is important for teachers to master before compiling a learning program.

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