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Research Article

Communication Model of Learning Physical Education and Sport for Deaf Students in Special Schools in Special Region of YogyakartaProspective

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Abstract: All humans have one thing in common, namely listening, speaking, and the ease of communicating with one another. For those who hearing loss, they do not have access to learning information media such as physical education and sports learning at special schools. Related communication barriers, Deaf students limited access to competitive experiences. The communication model is one of the important factors in learning physical education and sport for Deaf students. The purpose of this study was to analysis the communication model of learning physical education and sport for Deaf students in Special Schools, Special Region of Yogyakarta. This research method uses a survey. The technique of collecting data using a survey with a questionnaire technique and sent electronically, google form. Data analysis used quantitative descriptive analysis. The results of this study showed that the communication model used was 60.7% of respondents who responded the highest by using verbal communication (oral) and also by using manual communication (gesture) to communicate. The instructional media used to teach, shows that the teacher uses a pilot for Deaf students 75%. The causes of communication barriers 57.1% indicate students misunderstood the meaning of the message. Physical education and sport teachers in the learning process for Deaf students use more verbal communication (oral) and the pilot exercise formula results in Deaf students misunderstanding in capturing messages from the teacher. Teachers need to develop language and cultural awareness which is the identity of the Deaf individual.

Keywords: Communication Model, Physical Education and Sport, Special Schools, Deaf, Sign Language

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1. Introduction

The inhabitants of the Special Region of Yogyakarta are a macrocosm of diversity consisting of different cultural and social backgrounds, the majority of whom have one thing in common, namely listening, speaking, and the ease of communicating with one another. For those who lose hearing, not having access to information media such as radio broadcasts, television broadcasts, and news on sporting events, it is very painful. It is inconceivable how a person can go through life without hearing?

But in this majority hearing society has a culture, language, and a minority group consisting of Deaf individuals characterized by varying degrees of hearing loss from all walks of life. These Deaf individuals use Sign Language as their medium of instruction, and respect their cultural beliefs. These individuals do not consider Deafness as a disability, but as part of their identity. Deaf cultural individuals, who are marked with a capital “D” in the literature, actively seek out others who share similar beliefs (Stewart., 1991). So, in the Deaf culture it is not determined by the degree of hearing loss, but also the person's attitude towards what is meant by deafness (in this case the smaller "d" is used to indicate a medical condition).

One of the unifiers of the Deaf culture is the Deaf sport. What is the impact on the sport of Deaf students? Are Deaf students involved in the same amount of physical activity in the general education system as compared to special programs? In recent years, several studies have been conducted relating to the environment and conditions in which Deaf students are educated in public schools, particularly in sports classes. (Anderson., 2015; Ciolca & Mogaldea., 2013).

Various studies have shown that children with hearing difficulties or Deafness may engage in lower levels of physical activity and fitness than their hearing counterparts (Ellis et al., 2014; Jansma & French., 1994). This fact

may be due to various environmental factors rather than the specific physiological factors associated with Deafness (Dummer et al., 1996).

Kurková et al (2009) describes the fear felt by Deaf students about misunderstanding in communication, delayed reactions when starting new activities and fears surrounding potential hearing aid damage while exercising. Negative emotional responses arise in relation to feelings such as anxiety and stress. Hearing loss and associated communication barriers, Deaf Students access may be limited to experiences which then affect their social, educational, professional, recreational and psychosocial development (Sims., 1982). Deaf students who attend Deaf schools prefer to compete with other Deaf athletes rather than compete with or against hearing athletes (Kurková et al., 2010). Participating in sports for Deafness also has, for these athletes, cultural significance because they share a common language (sign language), cultural values and attitudes toward their Deafness (Ellis et al., 2014). Although there is research to support the fact that hearing coaches are helpful in shaping the performance of athletes with varying degrees of hearing loss, athletes themselves admit that they feel lonely and neglected when in a public club environment between the hearing (Stewart., 1991).

This point of view is also largely supported in the study by (Kurková et al., 2011) where they verified that deaf athletes prefer separate competitions. Athletes find the importance of enjoying social opportunities during sporting events for the Deaf, which is possible because they share the same cultural and linguistic values. A similar preference for separate sports competitions by athletes with varying degrees of hearing loss has also been mentioned in other studies (Stewart & Ammons., 2001; Stewart & Ellis., 1999). This means that these athletes are not restricted as a result of hearing loss (unless their vestibular system is damaged), and they can choose whether to compete with hearing athletes or simply with other athletes who are hearing-impaired or Deaf. (Lieberman et al., 2000) have studied the importance of cooperation and feedback communication between students with Deaf and hearing peers. The results indicated that classmates who had been trained in relation to the communication needs of hearing-impaired or Deaf students significantly supported the student's inclusion in physical education and other physical activities.

The circuit adaptive activity programme can improve cardiorespiratory fitness, leg muscle strength, and static balance for the child mild intellectual disabilities. The programme can be used by physical education teachers in schools to improve cardiorespiratory fitness, leg muscle strength, and balance for children with intellectual disabilities (Sumaryanti et al., 2019).

The communication model according to Sereno and Mortensen (Deddy., 2014) is an ideal description of what is needed for communication to occur. The communication model presents abstractly important features and removes unnecessary details of communication in the real world. B. Aubrey Fisher said that a model is an analogy that abstracts and selects parts of the phenomenon to be model. Werner J. Severin and James W. Tankard, Jr. says that models help formulate a theory and suggest relationships. The model has a very close relationship with theory, so in connection with this, Gardon Wiseman and Larry Barker suggest three functions of the communication model, namely: 1) Describing the communication process 2) Showing visual relationships 3) Helping in finding and fixing communication bottlenecks.

However, specific preferences for certain communication models are related to Deafness level and diagnosis, quality of rehabilitation, type of educational institution and socio-cultural environment in which Deaf children are raised. Apart from these aspects, the timely diagnosis of hearing loss, early treatment, the ability to use hearing aids and cochlear implants or other technological aids that facilitate communication also play an important role in managing their communication successfully (Ellis et al., 2014; Scheetz., 2004).

Kurková et al (2009) describes the fear felt by Deaf students about misunderstanding in communication, delayed reactions when starting new activities and fears surrounding potential hearing aid damage while exercising. Deaf students who attend Deaf special schools prefer to compete with other Deaf athletes rather than compete with or against hearing athletes (Kurková & Scheetz., 2011). The purpose of this study was to analysis the communication model of learning physical education and sport for Deaf students in Special Schools, Special Region of Yogyakarta.

2.Methods

The method used in this study is a survey method. The subject is a physical education and sport teacher at the special schools. The data collection technique used a questionnaire. The questionnaire was designed in the form of

a short survey and sent electronically in the form of a google form to all physical education and sport teachers teaching Deaf students at the special schools, Special Region of Yogyakarta. Closed questionnaire and open questionnaire. Closed questionnaire subjects choose one of the models that have been prepared in the questionnaire. While the open questionnaire subjects filled out a sports learning model that was not in the closed questionnaire. Data analysis used quantitative descriptive analysis.

3.Results

The 79 special schools contacted, 28 responded with a 35.4% return rate. Those who responded to 35.7% indicated that they had 0-5years of teaching experience; 25% had 6-10 years of experience; 32.1% have 10-15 years of experience; and 7.1% had more than 15 years of experience.

In Indonesia, there are 2 sign languages, namely SIBI (Sistem Isyarat Bahasa Indonesia/ Indonesian Sign Language System) and BISINDO (Bahasa Isyarat Indonesia/ Indonesian Sign Language). The sign language used for teaching teachers in special schools shows that 39.3% are with SIBI; 28.6% with BISINDO; and 32.1% are not proficient in sign language.

The level of proficiency in SIBI Sign Language (Sistem Isyarat Bahasa Indonesia) for teachers shows that 0% of teachers are not very proficient; 3.6% proficient teachers; 35.7% of teachers are quite adequate; 50% of teachers develop; and 10% while teachers are not proficient at all. Meanwhile, the level of BISINDO (Bahasa Isyarat Indonesia) proficiency for teachers shows that 0% of teachers are not very good at BISINDO; 3.6% of teachers are proficient, 21% of teachers are adequate; 57.1% of teachers develop; and 17.9% of teachers do not have BISINDO skills.

What communication models are used by physical education and sport teachers to communicate with Deaf students during the learning process in sports class. List of options available to populate other communication models used. Meanwhile, 60.7% of respondents said that they used verbal communication (oral) and also used manual communication (gesture) to communicate. (Table 1).

Table1.*CommunicationmodelusedtocommunicatewithDeafstudentathletes.*

CommunicationModel	**TotalScore**	**%**
SIBISignLanguage(*SistemIsyaratBahasaIndonesia*)	9	32,1
BISINDOSignLanguage(*BahasaIsyaratIndonesia*)	6	21,4
ManualCommunication(Gesture)	17	60,7
VerbalCommunication(Oral)	17	60,7
WrittenCommunication	11	39,3
SymbolsinSports	8	28,6
Others	-	-

Table 1 the survey states that teachers do not have sign language skills, usually indicating that teaching in special schools used oral philosophy, verbal communication and does not use sign language because teachers have a lower awareness of sign language.

In addition to finding the communicationmodel carried out by teachers, researchers arealso interested in knowing what media are usedtoteach.Respondentsindicatedthatteachersusedaskillmodelorpilot75%.(Table2).

Table2.*Mediaused toteachgames orsportsskills*

Media	**TotalScore**	**%**
VisualAids		
Pictures	14	50
Blackboard	5	17,9
Papers	5	17,9
Technology		
Handphone	8	28,6
Video	19	67,9
YouTube	8	28,6
Pilot	21	75
Re-teaching	15	53,6
Others	-	-

Finds this survey that there are several other ways that they respond. First, it is interesting to note that there is evidence that supports the use of technology today, teachers still rely on pilot and videos because dealing with deaf students is more visually reinforcing, reading pilot of exercise motion formulas and visual media in the form of videos.

Another objective of this survey is to find out what communication barriers are between teachers and Deaf students. While 57.1% indicated that students misinterpreted the intent of the message; 42.9% indicated that students misinterpreted message the content; 32.1% content of the massage was not presented clearly or accurately; and 28.6% Message not delivered correctly. (Table 3).

Table3.*CommunicationBarriers*

CausesCommunicationBarriers	**TotalScore**	**%**

Content of the massage was notpresentedclearlyoraccurately	9	32,1
Messagenotdeliveredcorrectly	8	28,6
The Student misinterpreted message thecontent	12	42,9
Thestudentmisinterpretedtheintentofthemessage	16	57,1

Table 3 finds this survey that teachers have a lower awareness of the communication model and learning media which have proven to be of no use when learning physical education and sport in special schools, resulting in obstructed communication, especially misunderstandings for deaf students. Communication barriers can result in inadequate development in learning physical education and sport, often they are not given enough opportunities while in special schools to be involved in social interactions.

4.Discussion

To Recognizing that Deaf sports have become a valued tradition in special schools (SLB), the authors of this study wanted to determine how physical education and sport teachers, in this environment, communicate with Deaf students. The goal is for students to capture the communication model used by physical education and sport teachers in special schools. By sharing this information, teachers will have greater awareness of a communication model that has been shown to be useful among the population of physical education and sport teachers who respond to this, while working with Deaf students.

In this study it has been shown that the results of research conducted by Kurková (Kurková & Scheetz., 2016) in the United States found an effective communication model that coaches use to communicate with Deaf athletes during sports training using American Sign Language (ASL) 96% compared to spoken language. 30%. His communication and mutual support with American sign language shows that in sports training involving Deaf athletes, these interactions can help increase the overall motivation of athletes as well as improve physical performance. Abu Al Taieb et al (2017), stated the results of research that swimming courses have a positive impact on freestyle swimming performance and skills for deaf students in Jordan. Sports programs have the power to reduce dependence and develop greater independence by helping people with disabilities, especially those who are deaf, become stronger physically and mentally.

Successfully managed communication in special schools (SLB) can play a role in the development of sports abilities of Deaf students, it is necessary to take into account the fact that Deaf students can demand high attention from them. Unlike hearing students who can listen auditory when they are engaged in physical activity, those who cannot hear must first listen visually (eyes) before they can participate actively.

Physical education and sport teachers repeatedly show pilot models because dealing with deaf students is more visually strengthening, reading pilot exercise formulas and visual media in the form of videos. In deaf people, nonverbal language skills are obtained from experience and listening done using the sense of sight. Sign language is created based on experience and listening through the sense of sight of a series of movements and structured facial expressions performed by the organs of the human body (hands, palms, fingers, mouth, head, eyes, face) (Rahyono & Suwiryo., 2018).

5.Conclusions

The aim of the research on the analysis of communication models, shows that the survey stated that physical education and sport teachers do not have the ability to model sign language communication, usually indicating that learning in special schools is based on oral philosophy, verbal communication because teachers have a lower awareness of sign language. Physical education and sport of media learning supports the use of technology today, teachers still rely on pilot exercise formula and videos because dealing with Deaf students is more visually strengthening. Researchers found in this survey that barriers in communication that have been proven are still not

useful when learning sports in special schools for the Deaf, so that the result is obstructed communication, especially misunderstandings for Deaf students.

With the inclusion of this population being included in special education programs, the need for teachers to develop a cultural awareness of what "Deaf" and language means,is very important. A communication model thatprovidesDeafstudentswithgreateropportunities to participate in competition. Bydeveloping awareness of and sensitivity to theuniqueneedsofthisculturalandlinguisticpopulation, full access can be provided whichbenefitsbothphysicaleducationandsportteachersand hearingathletes.

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