



## Analysis of Social Interaction of Deaf Children in Special Schools

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### ABSTRACT

Deaf is a term used to describe the symptoms and symptoms of someone who is hearing impaired or deaf. Deaf children interact through a variety of methods, including sign language, facial expressions, and body, as well as the use of hearing aid technology. They can also utilize visual communication approaches, peer support, and participation in group activities to strengthen social skills. Social interaction is a dynamic in which individuals or groups communicate, act, or influence each other in a particular environment or situation. Social interaction involves the exchange of information, emotions, ideas, or behaviors between individuals or groups. This research makes a valuable contribution to improving our understanding of the benefits of social interaction for deaf children in Special Schools, opening up opportunities for the development of more inclusive educational strategies and supporting their holistic development. This study aimed to analyze social interactions between deaf children. An observational approach and interview, this study explores the dynamics of communication, information exchange, and emotional understanding in interactions between both groups of children. Qualitative analysis methods are used to identify unique communication patterns and understand the challenges faced by deaf children in communicating. The subjects in this study were interviewing homeroom teachers and counseling teachers at the school, the number of subjects to be studied were children with deafness. The results highlight adaptation efforts and communication strategies developed by deaf children to interact. The results of these findings can provide valuable insights for educators, parents, and health practitioners in supporting the development of social skills of deaf children so that they can engage more effectively in society.

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## INTRODUCTION

In children's social development, the ability to interact well in the surrounding environment has a crucial role. For deaf children, a unique challenge arises in developing their social skills, social interaction requires communication in it. If a deaf

child loses the ability to communicate, he will also lose the opportunity to interact with the surrounding environment. Social interaction becomes an important foundation for the development of communication skills, emotional understanding, and integration in society.

According to Nurfitri Elyondri and Nur Azizah in Rahmah (2018), deaf children are children who lose their hearing and the ability to absorb verbal information through their hearing is impaired. This is true whether or not hearing aids are used, provided that the level of hearing aids allows for the successful reception of information in communicating through hearing. Deaf children have difficulty receiving sounds directly, causing difficulties in communication and language use.

Although technological developments have brought innovations in hearing aids, deaf children are still faced with various barriers in communicating with peers who have normal hearing. Limitations in sound perception and linguistics make it difficult for them to fully engage in social activity. Deaf people do not know how to use their speech properly, so they use other gestures to express their intent, and the recipient receives the body symbol as a message. Sign language is the most important communication tool for deaf people, where the characteristics of this language use the sense of sight and gestures.

This study aims to provide in-depth insights into the social interaction between the two groups of children. By exploring communication patterns, information exchange, and emotional aspects in children's interactions, it is hoped that this research can make a positive contribution to the development of more effective educational and social support methods for deaf children. By understanding and overcoming these barriers, we can create an inclusive environment and support optimal social development for deaf children.

## **RESEARCH METHOD**

The method in this study uses qualitative research methods through observation and interviews. In its development, observation has become a form of the scientific method. The emergence of observation as a scientific method certainly adds to the diversity of data collection methods, which can be used to find global information. It's just that what is created in the process of the development of science, considers observation as an ordinary technique. Observation has become one of the least attention-grabbing and under-desirable methods in various methodological literature (Denzin & Lincoln, 2009: 523).

The location of this study is in SLB Negeri Bekasi Regency, the reason researchers chose this school is because this school is suitable for researchers. Therefore, researchers chose to examine the school. The subjects in this study were interviewing homeroom

teachers and counseling teachers at the school, the number of subjects to be studied were children with deafness.

## RESULTS AND DISCUSSION

As we know, humans are social creatures, which means they always need each other in everyday life. Therefore, we cannot avoid the fact that human beings are always in contact with each other. Human relations between other humans, or relationships between humans and groups, or group relationships with groups are called social interactions (Sarwono, 2010: 185)

The results of the analysis of social interactions of deaf children in Special Schools can provide insight into their interactional dynamics. Several studies have shown a significant relationship between self-concept variables and social interaction variables in students. In addition, research also highlights the importance of factors such as confidence, responsibility, rationality, and realism in influencing students' social interactions. The results of this study can be a foundation for developing educational and social programs to support positive social interaction for deaf children at school.

Social interaction of deaf children showed mixed results. In this study it was found that the interaction of deaf children at school went well without and difficulties – difficulties can be overcome well. Deaf children who tend to be loners because of their difficulty communicating normally in general. However, Bekasi Regency State Special School has succeeded in educating deaf students to overcome mental problems in these children who tend to be reluctant to communicate.

The results of research at the Bekasi Regency State Special School Deaf Children there use Sign Language, and learn to communicate by writing on a piece of paper. The body shape of deaf children is no different from normal children, but what makes deaf children difficult to interact is a feeling of lack of confidence and confusion that makes deaf children difficult to interact with many people. This is an important role for teachers and parents, especially encouraging the enthusiasm of deaf children to learn to interact with other children.

But language requirements are not only limited to the use of hearing and speech aids, long before the development of spoken language, people have also known other forms of language, namely body language, where body movements are used in communicating to form a certain form. formed symbols. a certain meaning. Body language used as a form of communication for deaf people is sign language.

According to researchers, teachers can make a number of efforts to improve the social interaction skills of deaf children, among others, by placing deaf children in strategic positions, providing attention, motivating, and supporting deaf students, and involving them in the teaching and learning process. In addition, teachers can also help deaf children by creating interesting talent development programs and in accordance

with children's interests, such as in the field of wood crafts, and applying learning methods that support social interaction of deaf children, such as lecture methods, video tutorials, and exercises.



## CONCLUSION

Humans as social beings always need to interact with each other. analyzing the social interactions of deaf children in Special Schools (SLB) provides insight into the interaction skills of deaf children. Factors such as self-concept, confidence, responsibility, rationality, and realism were shown to influence students' social interactions. These findings form the basis for the development of educational and social programs that support positive interactions. The social interactions of deaf children show a variety of findings, from the ability to communicate with local sign language to the tendency to sometimes choose to be alone. This understanding is important for forming programs that support positive social interaction of deaf children.

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