

## TALENT DEVELOPMENT EDUCATION MANAGEMENT FOR DEAF CHILDREN'S FAMILIES IN PANDAN LOR VILLAGE, KEBUMEN

Fina Fikrotul Izzah, Siti Nur Khasanah, Siti Fatimah, Bahrhun Ali Murtopo

*Institut Agama Islam Nahdlatul Ulama (IAINU) Kebumen*

*Email: [finafikrotul1161@gmail.com](mailto:finafikrotul1161@gmail.com), [nurkhasanahh1707@gmail.com](mailto:nurkhasanahh1707@gmail.com), [fatimah@iainu-kebumen.ac.id](mailto:fatimah@iainu-kebumen.ac.id), [bahrhunlimmurtopo@gmail.com](mailto:bahrhunlimmurtopo@gmail.com)*

### ABSTRAK

Anak-anak berkebutuhan khusus adalah anak-anak yang tumbuh dan berkembang dengan berbagai perbedaan dengan anak-anak pada umumnya. Istilah anak-anak dengan berkebutuhan khusus tidak mengacu sebutan untuk anak-anak penyandang cacat, tetapi mengacu pada layanan khusus yang dibutuhkan anak-anak dengan berkebutuhan khusus. Ada berbagai jenis kategori dalam lingkup jangka waktu anak-anak dengan kebutuhan khusus. Anak-anak dalam kebutuhan khusus dikategorikan dalam hal anak-anak tuna netra, anak-anak tuna rungu, anak-anak dengan kecacatan intelektual, anak-anak penyandang cacat motoric, anak-anak dengan gangguan emosi sosial, dan anak-anak dengan bakat cerdas dan khusus. Tuli atau tunarungu adalah individu yang mengalami kekurangan atau kehilangan pendengaran baik sebagian atau seluruh alat pendengaran, sehingga ia tidak dapat menggunakan sebagian atau seluruh alat pendengarannya dalam kehidupan sehari-hari yang membawa dampak dalam kehidupan secara kompleks. Dalam mendidik anak tuli berbeda dengan anak yang normal, terutama dalam bidang pendidikan pengembangan bakatnya. Tujuan dari penelitian ini adalah untuk mengetahui manajemen pendidikan keluarga dalam pengembangan bakat anak tuli di desa Pandan Lor, Klirong. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan menggunakan metode etnografi komunikasi. Pelaksanaan penelitian berlangsung 2 bulan, terhitung mulai dari bulan Maret sampai Mei. Hasil penelitian menunjukkan bahwa dalam keluarga tuli di desa Pandan Lor, Klirong dalam mendidik pengembangan bakat sangat mendukung penuh apa yang menjadi di bakat atau kesenangan anaknya selama kegiatan tersebut positif. Anak selalu disupport oleh orang tua untuk bisa mengikuti lomba-lomba dengan bakat yang dimiliki anaknya, misalnya anak diikutsertakan dalam acara fashion show dan lomba make up sesuai dengan bakat dan kesenangannya.

**Kata kunci:** manajemen pendidikan, keluarga, bakat, tuli, etnografi

### ABSTRACT

*Children with special needs are children who grow and develop with various differences with children in general. The term children with special needs do not refer to the designation of children with disabilities but refer to the special services that children with special needs need. There are various types of categories within the scope of the term of children with special needs. Children with special needs are categorized in terms of children with visual impairment, deaf children, children with intellectual disability, children with motoric disabilities, children with the social-emotional disorder, and children with intelligence and special talents. Deaf or deaf are individuals who experience a lack or loss of hearing, either partially or completely, so that they cannot use part or all of their hearing devices in everyday life which has an impact on life in a*

*complex way. Educating deaf children, is different from normal children, especially in the field of talent development education. The purpose of this study was to determine the management of family education in developing the talents of deaf children in Pandan Lor village, Klirong. The type of research used is qualitative research using the ethnographic method of communication. The research was carried out for 2 months, starting from March to May. The results showed that in a deaf family in Pandan Lor village, Klirong, in educating talent development, fully supports what is in their child's talent or pleasure as long as the activity is positive. Children are always supported by parents to be able to take part in competitions with their child's talents, for example, children are included in fashion shows and make-up competitions according to their talents and interests.*

**Keywords:** *education management, family, talent, deafness, ethnography*

## INTRODUCTION

According to Somad and Herawati, a deaf or deaf is a person who experiences a lack or loss of hearing, either partially or completely, so that he cannot use some or all of his hearing aids in everyday life which has an impact on life in a complex manner. Handayani (2018) that deaf children have limited ability to hear so they will have difficulty in providing stimuli/responses, especially conveyed using oral language.

Meanwhile, according to Soemantri (1996), the deaf are those who lose hearing either partially or completely which causes their hearing to have no functional value in everyday life. From some of the opinions above, it can be concluded that a deaf child is a child who has lost part or all of his hearing which results in barriers to communication and

language in daily life so that he requires special education.

Based on the information and results of the initial interview with Ms. Munginatul Khairiyah it is stated that there is a deaf family in Pandan Lor, Klirong. The family is the family of Ananda R. R is a class X high school student at SLB N Tamanwinangun, majoring in salon or cosmetology skills. Address R is located in Pandan Lor Village, Kebumen District. Her dream is to become a teacher but she has a hobby or likes to do things in the field of modeling, photography, and make up. R is two brothers, he has one older brother. He lives with his father, mother and brother. R is one of the members of GERKATIN (Movement for the Welfare of the Deaf Indonesia) with a deaf disability, but he can still hear a little and understand our language if he conveys it slowly.

Management is important in the case of deaf families. Moreover, management issues related to education. Education Management according to E. Mulyasa is Educational management is the process of developing collaborative activities of a group of people to achieve the educational goals that have been set. The process of controlling these activities includes planning, organizing, actualizing and monitoring as a process for vision into action. (E. Mulyasa: 2004).

Management of education in the family can be started by applying good parenting. Fatimah (2019) explained that the pattern of parents in educating their children is the main key in the success of their children. Makagingge, et al (2019) stated that parenting has a major influence on children's growth and development. This is also evidenced by findings showing that authoritarian and permissive parenting has a negative effect on children's behavior while democratic parenting has a positive effect on children's development and behavior.

Management is important in the case of deaf families. Moreover, management issues related to

education. Education Management according to E. Mulyasa is Educational management is the process of developing collaborative activities of a group of people to achieve the educational goals that have been set. The process of controlling these activities includes planning, organizing, actualizing and monitoring as a process for vision into action (Moh. Yamin: 2009).

From some of the opinions of the experts above, it can be concluded that Educational Management is the activity of a group of people that includes planning, organizing, actualizing and monitoring that are systematic, systemic, and comprehensive in order to realize educational goals, both short-term, medium-term and long-term goals.

Prima (2020) explains that talent is an ability that is something that is inherent in a person. The talents of students are brought from birth and are related to the structure of the brain. According to Munandar (1999), talent is an innate ability of a person which as a potential that still needs to be further developed and practiced in order to achieve the dream you want to realize. So it can be concluded that

talent development is a learning activity that is carried out within a certain period of time to be able to increase the development and knowledge that exists within a person to be able to achieve the expected dreams (Fadhilah, N., 2021). Based on the above background, formulation of the problem: What is the implementation strategy in the talent development education process for deaf families in Pandan Lor Village, Kebumen?

The method used in this research is the ethnographic method of communication. This is because the ethnographic method of communication can describe, explain, and build relationships from the categories and data found. This is by the purpose of the ethnographic study of communication, namely to develop, analyze, and explain the communication behavior of a social group. In this qualitative research, data is obtained from various sources using various data collection techniques and used many times to obtain accurate data. The data collection techniques used by researchers in this study are:

#### ***Observation***

Observation is one of the data collection techniques carried out in a study or research. In research, scientists can only work based on data, namely facts obtained at the time of observation. Through observation, researchers can learn about observing behavior, and the meaning of that behavior. Through these observations, researchers can also know and understand how the process of implementing talent development in families of deaf children or the R family in Pandan Lor Village, Kebumen.

#### ***Interview***

According to Esterberg (2002) defines interview as a way to collect data when conducting research where the interview is conducted with a meeting between two or more people to exchange information and ideas through question and answer, so that data construction will be obtained in a discussion of the topic. Certain. In this study, the fairy is currently conducting an interview with the mother of sister R, whose mother is the one who takes care of Rahayu from childhood until now.

#### ***Documentation***

Documentation techniques are used to obtain data in material in the form of notes or verbally according to desire. Documentation can be in the form of photos, reports, videos, recordings and others as supporting information for researchers in conducting research.

## **RESULT AND DISCUSSION**

### **a. Profile the Children**

R is a high school student in class X at SLB N Tamanwinangun, majoring in salon skills or beauty care. Address R is located in Pandan Lor Village, Klirong District. Her dream is to become a teacher but she has a hobby or likes to do things in the field of modeling, photography, and make up. R is two brothers, he has one older brother. He lives with his mother and father and brother. His family are all normal, except for R.

R is one of the members of GERKATIN, but he can still hear a little and understand our language if the delivery is slow. In communicating with his family he uses our language but slowly and via chat messages or online, because his family cannot speak sign language. Special What's interesting about R is that even though he lacks hearing, his self-confidence to become a model is very high.

### **b. Development of deafness**

Deafness or what we often call deafness is a condition of a person who experiences a lack or loss of hearing, either partially or completely, so that he cannot use part or all of his hearing aids in everyday life which has an impact on life in a complex way. Deaf people are individuals who have permanent or temporary (non-permanent) hearing impairments. Deafness is classified based on very light hearing (27-40 dB), mild hearing (41-55 dB), moderate hearing (56-70 dB), severe hearing (71-90 dB), extreme hearing/deafness (above 90 dB). Impairments in hearing in deaf individuals result in obstacles in hearing speak. So they are usually called mute.

R is a child who has lost part of his hearing since he was born. R can still hear a little as long as his interlocutor uses a low tone of voice, R is also still able to speak even though his voice is not very clear and broken even though it is a little difficult for the other person to understand. R is classified as deaf based on moderate hearing (56-70).

### **c. Talent development education**

Education in the talent development process is a process of developing children's talents, both visible and invisible (Munandar: 1999). In the educational process, the development of talent in deaf children

is different from ordinary children. R develops his talent in the field of fashion and modeling, because R likes it. Starting from R likes to decorate himself and has high self-confidence even though R is a deaf child, but it's not break his spirit and self-confidence.

In channeling the talents that exist in a child who is deaf or deaf, we need to know the right ways (Lisaniyah, K., Nugrahaningtyas, A., Fadhilah, N., Sholehuddin, M. S., & Haryanto, A. D., 2022). The method used by the R family is a direct approach and an oral approach. The direct approach taken by R's parents is to directly provide an example. For example, when they want to act as a model, parents practice starting from the way a model walks and how to style. Parents do not force children but give freedom to children in determining their talents and interests. Prima (2020) stated that one of the efforts to develop children's talents is not to force children. But provide understanding and advice to children (Sura' & Mahyuddin, 2020).

R's parents always try to invite them to communicate about their children's preferences. This

communication provides opportunities for children to be creative according to their wishes. In addition, parents also always motivate R so that children will always feel confident and enthusiastic in developing their talents. This is also in accordance with the findings of Anzani et al (2021) that one of the efforts made by parents in developing the talents of children with special needs is to invite communication and discussion and provide motivation to children (Fadhilah, N., 2017)..

The oral approach is one of the approaches used in the education of deaf children. The oral approach is an approach that uses lip reading strategies (oral), and uses visual aids to teach reading (speech reading). The education given to R is carried out using this approach. For example, when sharing or discussing, you also use visual tools, namely by directly using clothes or scarves that will be exhibited at the fashion show. This is in accordance with the results of interviews with parents of R.

The factors that influence the educational process of talent development in deaf children, including:

- a) The child himself, R is a child who has high self-confidence and has the ambition to pursue his dream of becoming a model. This is R's capital in developing his talent.
- b) The family, seeing that R's family is very supportive of any activity that R does as long as it's a positive activity, becomes R's capital in expressing his desires. But R's family is less able to provide space for R to channel his talents. R's family, especially his mother, is very supportive of his son's activities, but in the process of implementing his talent development, he is lacking in providing the educational facilities and infrastructure that R needs. The family factor is a very important factor in the educational process for developing talent in children.
- c) Children's environment, R is a high school student in class X at SLB N Tamanwinangun, majoring in salon skills or beauty care. With a school environment that supports or facilitates R's talent development, this becomes a bridge for R to achieve his goals.

The environment that fosters children's creativity is psychological security and psychological freedom (Sunarto dan Ny. B. Agung Hartono: 1999). The family environment also greatly influences the development of R's talent, parents develop R's talent by participating in fashion shows or modeling competitions (Fadhilah, N., 2016).

## **CONCLUSION**

This research produces the following findings:

1. With the limitations that R has, it doesn't make parents possessive or regulate all R's activities, but instead gives a little freedom for him to be able to interact and carry out activities. in general and with parental supervision.
2. In communication with families who use different languages, it will be a communication barrier in the family.
3. Parents try to understand the sign language conveyed by their children by using an oral approach.
4. In the research conducted by the R family in developing R's talent by

using a direct approach and an oral approach.

5. With a direct approach and an oral approach, it is easier for R's parents to educate R, especially in developing R's talent.
6. R is a deaf child who is classified as deaf who has a deficiency based on moderate hearing (56-70).
7. The factors that influence the educational process of talent development in R are the child himself, parents, and the child's environment.

#### **ACKNOWLEDGMENT**

This research-based article is a follow-up to the disability ethnography school activities organized by the LPPM IAIANU Kebumen in March 2022 for which the authors would like to thank LPPM IAINU Kebumen.

#### **REFERENCES**

Anzani, D., Panjaitan, I.R., Harahap, I., & Fani, M.R. (2021). Strategi Komunikasi Interpersonal Orang Tuadalam Meningkatkan Minat dan Bakat Anak di Kelurahan Suka Raja, Kecamatan Medan Maimun, Kota Medan.

*Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial*. Vol 5 (1): 105-112.

Fadhilah, N. (2016). Model Bimbingan Belajar Behavioristik dan Pandangannya dalam Perspektif Islam. *HIKMATUNA*, 2(2).

Fadhilah, N. (2017). Pengembangan Model Bimbingan Kelompok Berbasis Islami untuk Meningkatkan Kecerdasan Emosional Siswa. *Jurnal penelitian*, 111-130.

Fadhilah, N. (2021, July). Role-Play: A Freedom To Learn Approach In Developing Children Emotional Intelligence. In *Proceeding International Conference on Islam and Education (ICONIE)* (Vol. 1, No. 1, pp. 181-201).

Fatimah, S. (2019). *Perkembangan Anak Pada Masa Golden Age: Didukung Penelitian Ilmiah dan Panduan Islam*. Surakarta: UNS Press.

Handayani, M.A. (2018). Manajemen Pendidikan Anak Dalam Keluarga. *INJECT: Interdisciplinary Journal of*



- Communication*. Vol 3 (2): 213-230.
- Lisaniyah, K., Nugrahaningtyas, A., Fadhilah, N., Sholehuddin, M. S., & Haryanto, A. D. (2022, July). Improving Children's Creativity Through The Use Of Loose Parts Media. In *Proceeding International Conference On Islam And Education (Iconie)* (Vol. 2, No. 2, Pp. 258-272).
- Makagingge, M., Karmila, M., & Chandra, A. (2019). Pengaruh Pola Asuh Orang Tua Terhadap Perilaku Sosial Anak. *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini* . Vol 3 (2): 115-122.
- Mulyasa, E. (2004). *Manajemen Berbasis Sekolah*, Bandung: PT. Remaja Rosdakarya
- Jahja, Y. (2011). *Psikologi Perkembangan*. Jakarta: Kencana
- Munandar, U. (1999). *Pengembangan Kreatifitas Anak Berbakat*. Jakarta: Rineka Cipta.
- Somad, P.R., & Herawati, T. (1996). *Orthopedagogik Anak Tunarungu*. Depdikbud.
- Prima, E. (2020). Peranan Orang Tua Dalam Mengembangkan Bakat Anak Usia Dini. *Journal of Early Childhood Islamic Education*. Vol 4 (1): 108-118.
- Rizema, P. S. (2013). *Perkembangan Bakat Siswa*. Jogjakarta: DIVA Press.
- Semiawan, C. R. (1997). *Perspektif Pendidikan Anak Berbakat*. Jakarta: Gresindo.
- Sugiyono. (2014) *Memahami Penelitian Kualitatif*. Bandung: Alfabeta
- Sumantri. S. (1996). *Psikologi Anak LuarBiasa*. Jakarta: Depdikbud
- Sunarto, Hartono, A. (1999) *Perkembangan Peserta Didik*. Jakarta: Rineka Cipta.
- Sura', H., & Mahyuddin, M.J. (2020). Peran Orang Tua Dalam Mengembangkan Kreativitas Anak Berkebutuhan Khusus (Anak Cacat) Di Kecamatan Rano Kabupaten Tana Toraja. *Jurnal Advice*. Vol 2 (1): 79-90.
- Trisnowati, I. S. (2017). *Pengembangan Minat Dan Bakat Anak-Anak Penyandang Disabilitas di Yayasan Sayap*

*Ibu Cabang Jakarta, 20-23.*

Universitas Islam Negeri Syarif

Hidayatullah Jakarta.

Yamin. M. (2009). *Manajemen Mutu*

*Kurikulum Pendidikan,*

Yogyakarta: Diva Press