

The Influence Of The Social Environment At School On The Learning Motivation Of Deaf Student

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Keywords

deaf, children with disabilities, motivation to learn, school environment.

Abstract

Inclusive education for children with special needs, especially deaf students, is a fundamental need in creating a fair and equitable education system. This article discusses the influence of the school environment on deaf students' learning motivation, focusing on the physical, social, academic and emotional aspects that support their learning process. This research uses a descriptive qualitative approach to analyze the role of a conducive school environment in improving deaf students' enthusiasm and motivation to learn at an inclusive junior high school in Surakarta. The results showed that deaf-friendly facilities, positive social support, learning methods tailored to students' needs, and an inclusive emotional environment greatly influenced their learning motivation. Factors such as the availability of hearing aids, empathic attitudes from teachers, and supportive social interactions also increase deaf students' learning motivation. Therefore, it is important for schools to provide an adaptive and inclusive environment so that deaf students can learn optimally and feel accepted in the educational environment.

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INTRODUCTION

Education is the basic right of every individual, without exception for children with special needs. One of the groups of children with disabilities who require special attention in education is children with hearing impairments or often referred to as deaf children. Deaf children face challenges in the process of verbal communication and receiving sound-based information, thus requiring a special approach in education. (Ramadhan, 2024)

In the context of inclusive education and special schools, the school environment has a very important role in supporting the learning process of deaf students. The school environment is not only limited to physical aspects, but also includes social interaction, emotional support, learning atmosphere, and supporting facilities available at school. A conducive environment is believed to increase deaf students' motivation to learn, while a less supportive environment can be a barrier to their academic and social development.

According to Uno (2011), learning motivation is a psychological factor that is very important in determining learning success. He states that "high motivation will create enthusiasm in learning, foster enthusiasm, and form a positive attitude towards learning activities

By understanding the relationship between school environment and motivation to learn, we can create a more equitable, inclusive and empowering education system for all learners. As Vygotsky (1978) said, "learning happens in a social context," so creating a supportive social environment is key to successful learning.

This article will discuss in depth the influence of the school environment on the learning motivation of students with deaf children, including the definition of the concept, forms of school environment, factors that influence learning motivation, and practical implications for the education of deaf children.

METHODS

This research uses a descriptive qualitative approach that aims to explore and understand the influence of the school environment on the enthusiasm for learning of students with hearing impairments in an inclusive school environment. This approach was chosen because it allows researchers to obtain in-depth information about the social dynamics, facilities, and learning atmosphere faced by deaf students in teaching and learning activities.

The research was conducted in one of the inclusive junior high schools in Surakarta City, which has been implementing an inclusive education program for the past few years. The research subjects included students with hearing impairments, special assistant teachers, and classmates of deaf students who interact directly in daily school activities.

The main focus of this research is to analyze the role of the physical school environment, such as facilities and infrastructure that are friendly to children with disabilities, as well as aspects of the social environment, such as emotional support from teachers, peers and education personnel. A conducive environment is expected to foster the enthusiasm and motivation of deaf students in participating in learning activities.

Data were collected through direct observation and in-depth interviews. Observations were made of deaf students' learning activities in class, social interactions at school, and the use of supporting facilities. Meanwhile, interviews were conducted with students, accompanying teachers and peers to obtain more complete and diverse information about the real conditions in the field.

The collected data were analyzed using triangulation techniques, combining various sources and methods of data collection to increase the validity of the information. The stages of analysis include the process of data reduction, grouping information based on thematic

categories, presenting data systematically, and drawing conclusions that represent the real conditions in inclusive schools related to deaf students' learning motivation.

The results of this study are expected to contribute to the development of inclusive education practices that are more adaptive to the needs of deaf students. In addition, this research also aims to be a reference for teachers and policy makers in creating a learning environment that supports all students without exception.

RESULT AND DISCUSSION

Definition of Deaf Children with Special Needs

Children with special needs (ABK) are children who experience certain obstacles both physically, intellectually, emotionally, and socially, so they require special education services. One type of ABK is deaf children, namely children who experience total or partial hearing loss which inhibits the ability to receive verbal information. (Suraida,2021) According to the American Speech-Language-Hearing Association (ASHA), deaf people are divided into two categories:

1. Deaf: Total loss of hearing so that you cannot hear sounds at all.
2. Hard of Hearing: Partial hearing loss where the child can still hear with the help of hearing aids or sign communication.

This hearing impairment causes deaf children to have difficulty in understanding verbal-based lessons, requiring an educational environment that is inclusive, welcoming and adaptive to their needs.

Definition of School Environment

The school environment can be defined as everything in and around the school that can influence teaching and learning activities. The school environment consists of :

1. **Physical environment:** Facilities, classrooms, educational aids, lighting, sound, and cleanliness of the school environment.
2. **Social environment:** Relationships between students, between students and teachers, and interactions with other education personnel.
3. **Academic environment:** The learning atmosphere, teaching methods, and curriculum used.
4. **Emotional environment:** Positive attitude, empathy and acceptance of diversity in the school.

All these aspects will affect students' motivation, comfort and confidence, including for students with deafblind children.

Definition of Learning Motivation

Learning motivation is an internal and external drive within an individual that creates enthusiasm for learning activities, maintains these activities, and directs them to achieve certain goals. According to Sardiman (2012), learning motivation consists of two types:

1. **Intrinsic motivation:** A drive that comes from within the student, such as the desire to achieve or curiosity.
2. **Extrinsic motivation:** Encouragement that comes from outside the student, such as praise, rewards, or a pleasant learning environment.

For deaf students, motivation to learn does not only come from within themselves, but is strongly influenced by the surrounding environment, especially the school environment which is their main place of interaction.

The Effect of School Environment on Deaf Students' Learning Motivation

1. School Physical Environment

Deaf-friendly educational facilities such as well-lit classrooms, hearing aids, visual media, clear whiteboards, and teaching aids are essential in supporting the learning process. Rooms that are too noisy or poorly lit can interfere with a child's concentration and ability to receive visual information. In addition, the presence of special spaces such as speech therapy rooms, counseling rooms and safe play areas also affect children's moods, which can increase their motivation to learn.

2. Social Environment

Good social relationships between deaf students and their peers and teachers greatly influence their motivation. A social environment that is empathetic, respectful, and provides space for expression can foster confidence and enthusiasm for learning. In inclusive schools, it is important to have mentoring and training programs for regular students to understand how to interact with deaf students. Teachers also act as mediators who help deaf students build positive social communication.

3. Academic Environment

Learning methods that are varied, interactive, and appropriate to the characteristics of deaf students can increase their motivation to learn. For example, the use of visual media, sign language, educational videos with subtitles, and project-based or hands-on learning are more easily understood by deaf students. The implementation of a flexible curriculum, tailored to children's abilities and needs can also make it easier for them to follow lessons, thus fostering a sense of success and motivation to continue learning.

4. Emotional Environment

A positive emotional environment is characterized by acceptance of diversity, appreciation of children's efforts, and a comfortable, non-stressful classroom atmosphere. Teachers who are open, patient, and understanding of deaf students' conditions can be a major source of motivation. In addition, giving praise, positive reinforcement, and appropriate handling of children's difficulties will also make students feel valued and motivated to continue learning.

Factors Affecting Deaf Students' Learning Motivation

Some factors that can affect deaf students' learning motivation in the school environment include: (Niswah, 2021)

- **Availability of learning aids:** Such as hearing aids, visual media, and specialized facilities.
- **Attitudes of teachers and education personnel:** Skill in using sign language, empathy, and understanding of children's barriers.
- **School social conditions:** Regular students' acceptance of children with disabilities, inclusive activities and healthy social interactions.
- **Learning methods and media:** Use of visual-based, hands-on, and technology-assisted methods.
- **Emotional support:** A warm classroom atmosphere, free from bullying, and a consultation or guidance room

Practical Implications for the Education of Deaf Children

Based on the above, it can be concluded that to increase the learning motivation of deaf students, several practical steps are needed, including: (YOSEPHINE, 2022)

- Provide a deaf-friendly school physical environment, including facilities to support visual-based learning.
- Building an inclusive social environment through communication training programs for students and teachers.
- Apply creative learning methods that suit the needs of deaf children.
- Improve teacher competence in understanding the psychology, characteristics, and teaching methods of deaf children.
- Develop an emotional environment that is warm, supportive and free from discrimination.

CONCLUSION

The school environment plays a very important role in increasing the motivation of deaf students to learn. A conducive environment physically, socially, academically and emotionally can be a major motivating factor for deaf children in the learning process. Conversely, a less welcoming environment can be a barrier to motivation, even affecting the development of their confidence and achievement.

Therefore, it is important for all school parties, from teachers, regular students, to education personnel, to jointly create a school atmosphere that is inclusive, child-friendly, and adaptive to the needs of deaf children. Thus, every child's right to a decent and meaningful education can be realized without any obstacles

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