

Buana Gender

Jurnal Studi Gender dan Anak



Deaf Children's Creativity Development Using A Cultural Habituation Approach

Latifah Permatasari Fajrin

STIT Madina Sragen, Indonesia

Mudhofir Abdullah

UIN Raden Mas Said Surakarta, Indonesia

Islah

UIN Raden Mas Said Surakarta, Indonesia

Abstract

The present study seeks to foster the development of deaf children's creativity in special kindergartens by employing a cultural habituation approach. The study adopted a qualitative descriptive method that includes observation, interview, and documentation as the data collection method. The reliability of the data used both source and method triangulation. The data analysis techniques involved data reduction, presentation, and conclusion drawing. This study reveals that deaf children's creativity is fostered through lesson preparation, learning implementation, and learning evaluation. The cultural habituation approach to developing the creativity of deaf students involves several integrated components, such as various initiatives to create a culture of inclusion in the school environment to achieve the main objectives of developing creativity, namely instilling self-confidence in children and providing skills to children with disabilities.

Keywords: Creativity Development, Deaf Children. Habituation, Culture

Introduction

Creativity is an intellectual process that enables a person to produce something novel, distinctive, and beneficial. Creativity allows people to create discoveries in science, technology, and all other realms of human endeavor (Munandar, 2016: 6). In Special Kindergarten Schools/SLB for deaf children/TKLB/B, creativity is one of the essential factors. Even with their limitations, they will be able to become independent humans in the future due to their creativity. They cannot hear and have difficulties speaking, but they will be helpful to others one day.

Corresponding author

Email: latifahfajrin89@gmail.com

The school environment, particularly the teachers, must provide deaf children with opportunities to maintain and develop their creativity. The purpose of education for children with special needs is to equip them with the abilities and skills necessary to participate in society. According to (Wahyudin, 2009: 36), the freedom given to children by teachers and parents to learn everything in accordance with their development and age is a crucial factor in laying the groundwork for the development of creativity. According to (Munandar, 2016: 11) teachers and parents can effectively foster children's creativity development. This can be accomplished by allowing children the freedom to comprehend and learn diverse topics and realize themselves following their development.

The issue is that deaf children's limitations cause others to look down on them and limit their opportunities for creative development. The presumption that deaf children do not have a promising future frequently leads to neglecting their education. Consequently, many children with special needs, including deaf children, have abandoned their education. Parental ignorance of the significance of the school's role in developing children's creativity as an investment for the future complicates the problem. Parents' lack of preparedness to have deaf children with special needs and their low socioeconomic status are the causes of their neglect of education and development stimulation, particularly in terms of creativity. Creativity can be a means for children to develop into independent and valuable individuals in society (Pandji, 2013: 192). Moreover, Field observations indicate that most parents of deaf children come from a mediocre economic background, meaning that the development of deaf children cannot be optimal.

Creativity that is not stimulated insufficiently will jeopardize children's futures. They will have difficulty resolving life's problems in the future due to a lack of innovative ideas and solutions. According to (Helmawati, 2015: 48), to encourage children's creativity, parents and teachers must provide them with opportunity, motivation, and appreciation in every creative process. Efforts to develop creativity begin with fostering the potential for creativity as a gift from Allah s.w.t., which then flourishes in response to positive stimulation, particularly from teachers and parents. This responsibility must be fulfilled by the school in maintaining and fostering the creativity of its students through various planning, the organization of different activities during the teaching and learning process, and collaboration with the parents. There are still many misconceptions that children with special needs, particularly deaf children, do not have a bright future, indicating that preserving and cultivating children's creative

potential from an early age is crucial. The goal of fostering creativity is to impart confidence in every child's work and to alter the public's perception that deaf children possess skills that can be a foundation for their future success.

In Special Kindergarten Schools/SLB for deaf children/TKLB/B, creativity is one of the most essential factors. Kindergarten, including special kindergarten, is the initial formation in learning and teaching activities and the formation of children's behaviour. Even with their limitations, they will be able to become independent individuals in the future due to their creativity. They cannot hear and have difficulty speaking, but they will become valuable individuals someday. Opportunities are provided through encouragement from school environments, particularly from teachers, to maintain and enhance creativity. This opportunity is consistent with the educational goals of children with special needs, which are to guide and direct them so that they can determine their position in society based on their developed abilities and skills.

TKLB Hamong Putro, Jombor, Bendosari Sukoharjo is one example of a TKLB that has engaged in various creativity development activities. Based on the observations and interviews, TKLB Hamong Putro, Jombor, Bendosari Sukoharjo is an educational institution that emphasizes the value of fostering creativity at a young age. This is demonstrated by the presence of creative activities in learning activities; for instance, free drawing activities, decorating various teacher-provided pictures according to the children's ideas and desires, combining multiple colours, dancing, and assembling puzzles. The creativity development activities conducted are tailored to the daily learning theme. In addition, the teacher always seeks to motivate the students to produce additional work by praising and displaying their work. The problem is that there has been no evaluation of the program for developing the creativity of deaf children at TKLB Hamong Putro, Jombor, and Bendosari Sukoharjo.

This phenomenon demonstrates the significance of developing children's creativity as future provisions, particularly for deaf children. Learning that relates to increasing the creativity of deaf children will be a future provision for them. Learning can also be accomplished by providing students ample opportunities to acquire knowledge through direct experiences (Utami, 2017: 96). In carrying out their education, good teachers aim to use varied local wisdom or cultural values as a source of learning materials for students (Noor, 2020: 36). Successful learning will motivate students to behave well, following the

norms that apply to them (Nurjanah, 2018: 46). The creativity development program for deaf children at TKLB Hamong Putro, Jombor, Bendosari Sukoharjo, is deemed successful when deaf children adhere to the teacher-established program regulations.

According to the aforementioned description, this study focuses on enhancing the creativity of deaf children in TKLB Hamong Putro, Jombor, and Bendosari Sukoharjo through a cultural habituation approach. The development of creativity in deaf students is greatly influenced by school culture. Culture is analogous to the lifeblood of all activities; consequently, the education curriculum in special schools must be supported by the culture of the members to promote the success of managing learning. One approach is to foster a disability-friendly culture. A friendly school culture ethically develops an excellent attitude for all school members, including students with disabilities, and it is intended that establishing a disabled-friendly culture would result in school members having good character. In other words, forming a disabled-friendly culture is crucial for promoting the academic success of children with disabilities (Marzuki, 2017:7).

Special Kindergarten is institutionally included in the category of early childhood education. Early Childhood Education can also be interpreted as a form of education that emphasizes establishing the foundation for growth and development, including motor coordination (fine and gross), emotional intelligence, multiple intelligences, and spiritual intelligence (Suyadi, 2014 : 22). Early childhood education is a type of educational service provided to children from birth to the age of six by stimulating all aspects of their physical and non-physical development. The preceding viewpoint is also directed at early childhood with disabilities (Subar Junanto, 2018 : 184).

According to (Munandar, 2016 : 6), creativity enables an individual to create discoveries in science, technology, and all other fields of human endeavor. For students to realize themselves and function entirely following their personal and societal needs, schools must be able to fulfill their responsibility of providing an environment conducive to the growth of their creative talents and skills. According to (Chatib, 2013 : 140), creativity is a process that allows a person to work professionally because he can solve problems and produce unique and effective works or products in his field. The term '*tuna rungu*' comes from '*tuna*' and '*rungu*.' The thought process that involves creativity, originality, inventiveness, and artistic ability is a right-brain process. Children can be stimulated by engaging them in various

activities involving shapes, forms, colors, and softness while disregarding all binding sizes and dimensions (Mustamir Pedak, 2009 : 79).

'*Tuna*' means less, and '*rungu*' means hearing. There are two types of deaf people: deaf (totally unable to hear) and hard of hearing (Haenudin, 2013 : 53). Children with hearing loss or impairment are separated into two groups: those with mild hearing loss and those with severe hearing loss (Budiyanto, 2010 : 40). According to (Pandji, 2013 : 7) *tuna rungu* (deaf persons) are those who have permanent or temporary hearing impairments. Deaf children's hearing ability can be measured quantitatively using audiometry, expressed in decibels (dB). Children with hearing impairments have difficulty communicating due to their hearing impairments. There are four primary causes of deafness: trauma, disease, inheritance, and genetic disorders. Trauma, such as a sharp object piercing the ear or a blow to the head, can impair the hearing nerve, as can diseases like the rubella virus and congenital syphilis (Pandji, 2013 : 7).

According to (Haenudin, 2013 : 85) there are two formal education systems for deaf children: segregation and inclusive. Segregation education is conducted specifically and separately from education for hearing/normal children. Special Educational Institutions for Special Children, also known as Special Schools for Deaf Children (SLB/B), provide educational services to deaf children. Inclusive education is a system of educational services for children with disabilities who attend regular courses alongside their typically developing peers (Subar Junanto, 2018 : 183). In TKLB Hamong Putro, Jombor, Bendasari, and Sukoharjo, segregation education includes the development of creativity used to realize the rights of deaf children. Hamong Putro TKLB, Jombor, Bendasari, and Sukoharjo organizes various activities to foster their students' creative development every day. In addition, excellent cooperation between teachers and parents in education, particularly in developing creativity, is consistently maintained. Teachers frequently share activities in their efforts to establish creativity development activities.

The teacher's various efforts will provide positive outcomes if cooperation with parents is always maintained. The collaboration aligns education at school and home, provides stimulation, monitors children's development, and communicates various learning activities. Learning activities must also take into account students' ages and abilities to accomplish each standard level of child development achievement. Efforts to encourage creativity through a

variety of activities with rewards at school will teach children to be confident in producing something and being able to convey every concept well. Teachers' and parents' efforts provide children with limitations, especially deaf children, to have good opportunities in the future. Through the efforts of teachers and parents, children with disabilities, particularly deaf people, will also have excellent opportunities in the future. Continually stimulated and developed creativity can become an asset for them as professionals in their disciplines.

Research Methodology

This study is an evaluation using a descriptive qualitative approach. The study was conducted between December 2019 and March 2020 at TKLB Hamong Putro, Jombor, Bendosari Sukoharjo, taking into account the school's cultural habituation-based creative development program for deaf children. The subjects of this study were: teachers and students with hearing impairments. The informants of this study were: Head and accompanying teachers of TKLB Hamong Putro, Jombor, Bendosari Sukoharjo.

This investigation collected data through observation. The observation was aimed at gaining insight into the evaluation of the creativity development program for deaf children at TKLB Hamong Putro, Jombor, Bendosari Sukoharjo, as well as the teaching and learning activities conducted in the classroom. The following method was the interview. The interview was conducted to gather information about the creativity development program at TKLB Hamong Putro, Jombor, Bendosari Sukoharjo for deaf children. The third technique was documentation. The documentation was carried out to acquire information and documents about the program for developing deaf children's creativity and daily learning planning. The final technique was a questionnaire. The questionnaire assessed the creativity development program at TKLB Hamong Putro, Jombor, Bendosari Sukoharjo for deaf children.

The study's data validity technique employed triangulation, a data verification method that employs something else. Other information is used to verify and compare this data (Moloeng, 2016 : 330). The utilized triangulation was method and source. Method triangulation was performed by comparing information or data collected in various methods. As is common knowledge, qualitative research utilizes interviews, observations, and surveys. The researchers used unstructured and structured interviews to obtain accurate, reliable information and a complete picture of a particular topic. Or the researchers verified the truth through interviews and observations.

Source triangulation entails contrasting and re-evaluating the credibility of information obtained from the subject and the informant. Other informants can be used to verify the accuracy of the information. Researchers validate their findings by comparing them to diverse sources, methodologies, or theories (Moloeng, 2016 : 330).

Data analysis is the process of organizing and classifying data into patterns, categories, and basic descriptive units to identify themes and formulate testable hypotheses. Using an interactive paradigm for data analysis, as suggested by Miles and Huberman's data in Lexy, offers the following data analysis activities:

1. Data Reduction

Since the data collected in the field is both extensive and intricate, it may be meticulously and precisely recorded. Then it is necessary to conduct data analysis via data reduction immediately. Reducing data entails summarizing, selecting the most significant aspects, and concentrating on the most crucial elements while searching for themes and patterns and removing irrelevant information.

2. Data Display

After data reduction, the next stage is data presentation. In qualitative research, the data is presented in brief descriptions, graphics, relationships between categories, and so on; however, narrative text is typically employed.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis is drawing conclusions, which involves noting the regularities and patterns of explanations, which are the conclusions of the final research results, or providing an interpretation of the selected and compiled data in the form of a statement or conclusion to the collected data. Based on the data gathered in the field, analysis is required.

Findings and Discussion

Based on the collected data, both observation, interviews, and data documentation on the implementation of naturalist intelligence development at TKLB Hamong Putro, Jombor, Bendosari Sukoharjo, has the following interpretations:

1. Learning Planning

Daily Learning Planning always created once teaching and learning activities are completed to prepare for the following day's learning. Planned play activities, tools, and materials always take into account the abilities of students, the availability of facilities that can support the implementation of learning activities, and the attainment of Standards for the Level of Achievement of Child Development, particularly those about creativity development activities, i.e., the scope of cognitive development preparing the classroom environment so that it can be used comfortably for learning is equally essential preparation.

The efforts of Hamong Putro Special Kindergarten teachers in providing creativity development activities are consistent with the opinion of (Reid, 2007 : 16), which states that planning is the teacher's responsibility when preparing learning activities. Teachers must create a conducive learning environment to meet students' educational requirements. The teacher creates a conducive learning environment based on student feedback (Yeni Rachmawati, 2010 : 22), which asserts that the conditions of the children's learning environment will significantly impact their creative development. Thus, it can be concluded that the preparation of creativity development activities by teachers is consistent with the various theories presented by experts, namely preparing multiple plans such as the Weekly Learning Planning and Daily Learning Planning following the student's abilities, facilities, themes, and topics, and preparing a comfortable learning place/classroom for learning activities. All of these actions were executed using a cultural habituation strategy.

2. Learning Process

Teachers at Hamong Putro Special Kindergarten, Jombor, Bendosari, Sukoharjo always refer to the Daily Lesson Plan when executing the creativity development program. The Daily Lesson Plan was adaptable if the teaching and learning process did not occur under the anticipated circumstances. For instance, when a student was not in a good mood and unwilling to participate in scheduled play activities, the teacher searched for alternative exercises to capture the child's interest. Or in other strategies, such as rewarding students for completing tasks in playing activities. These strategies aimed to attract students' attention and encourage them to participate in activities, particularly those related to the development of creativity.

The creativity development programs also emphasized students' engagement in the learning process. How can the material be presented in a way that is acceptable to students and does not place an undue burden on them? The most common forms of media display various images accompanied by sound (audiovisual) or utilize the original form/object of the exhibited material. Playing activities in the teaching and learning process must always provide opportunities and freedom for students to comprehend various things that become learning material and be creative according to what they want to optimize. Therefore, if a student has not understood the material, the teacher must re-comprehend it later. Habituation using a cultural approach was accomplished through interaction, relationships, communication, and daily behaviors between teachers and students that were supported by existing norms.

Additionally, the teacher organized game activities. The execution of the creativity development program at Hamong Putro Special Kindergarten, which consistently prioritizes students' needs in various ways, is consistent with the guidelines for organizing teacher creativity development activities. The execution of this program, according to (Yeni Rachmawati, 2010 : 22), that is every creativity development activity that takes place, in addition to paying attention to planning as a guideline for implementation, must also have fun through play activities, can engage students in the learning process without making them feel burdened, can fulfill aspects of development objectives, and is concrete, inviting students to interact directly. Therefore, the execution of creativity development activities at Hamong Putro Special Kindergarten follows the theory of direction for organizing creativity development activities. Namely, the need for students to learn by playing, understanding various materials by being actively involved in learning, and interacting directly with what they have learned Until the fulfillment of the aspects that serve as objectives in developing creativity are always prioritized and can be accomplished appropriately.

3. Learning Evaluation

Continuous evaluation of creativity development programs is essential for monitoring the attainment of aspects of cognitive development as a component of creativity development. The teacher attempted to evaluate the creativity development activities at Hamong Putro Special Kindergarten by observing the increase in the quality of the student's work. Regarding the development of creativity, students must know the functions of various types of objects, comprehend different concepts, be creative according to their ideas, be able to group objects

according to size and color and recognize and create patterns (such as arranging red, blue, and green, then repeating it).

Teachers also tried to establish communication with parents regarding their students' cognitive development. It was accomplished by elaborating on the various aspects of cognitive development achieved or not achieved by students. Parents also obtained guidance on how to foster the creative development of their children. In addition to providing parents with instructions on correctly using sign language through leaflets containing sign letters and numbers, teachers also frequently shared pictures of common words in sign language with the WA group, which consists of teachers and parents of students. The objective was to foster cooperation between teachers and parents in monitoring, developing, and organizing activities that can develop students' creative potential as a prerequisite for a decent existence based on early skills development. When communicating student's development, the teacher provided explanations and directions regarding the student's development that has been attained and developments that still require guidance.

The significance of evaluating creativity development activities, as emphasized by teachers at Hamong Putro Special Kindergarten, is supported by the theory advanced by (Munandar, 2016 : 16), which states that every teacher must evaluate creativity development activities. Evaluations that are postponed or not implemented will become one of the barriers to organizing other creativity development activities. Therefore, it can be concluded that Hamong Putro Special Kindergarten teachers always strive to evaluate creativity development activities that are regarded as important because one of the factors inhibiting the implementation of creativity development activities is a postponed or nonexistent evaluation.

Conclusion

This study concludes that the creativity development program for deaf children at Hamong Putro Special Kindergarten, Jombor, Bendosari, Sukoharjo must be continued. This program must be completely supported to accommodate deaf students' needs and abilities. To accomplish this, the teacher must create a learning plan. The teacher's efforts in preparing creativity development activities with various plans, such as Weekly Learning Plans and Daily Learning Plans that follow children's abilities, facilities, themes, and topics, as well as preparing comfortable learning/classrooms for learning activities, are all carried

out utilizing a cultural habituation approach that is carried out through interaction, relations, and socialization. The next stage is the learning process. The creativity development activities are always prioritized under the theory of directions for organizing creativity development activities in accordance with students' needs to learn by playing, understanding various materials by being actively involved in learning and interacting directly with what is being known. The last stage is learning evaluation. The teacher attempted to evaluate the creativity development by monitoring the increase in the quality of the student's work. Students must master the functions of various types of objects, the concept of many and few, the ability to create something based on their ideas, the ability to group objects based on size and color, and the knowledge of and ability to create patterns (for instance, arranging colors red, blue, and green, then repeating). The results of this study indicate that the cultural habituation approach to developing the creativity of deaf students involves several integrated components, such as various initiatives to create a culture of inclusion in the school environment, in order to achieve the primary goal of developing creativity, namely instilling self-confidence in children and providing them with skills.

References

- Afifuddin, B. A. (2012). *Metodologi Penelitian Kualitatif*. Bandung: CV. Pustaka Setia.
- Arifin, Z. (2013). *Evaluasi Pembelajaran : Prinsip, Teknik, Prosedur*. Bandung: PT Remaja Rosdakarya.
- Arikunto, S. (2009). *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara.
- Budiyanto. (2010). *Modul Pelatihan Pendidikan Inklusif*. Jakarta: Kementerian Pendidikan Nasional.
- Chatib, M. (2013). *Orang Tuanya Manusia : Melejitkan Potensi dan Kecerdasan Dengan Menghargai Fitrah Setiap Anak*. Bandung: Kaifa.
- Ferdiansyah, M. (2015). *Dasar Penelitian Kualitatif*. Bogor: CV Herya Media.
- Haenudin. (2013). *Pendidikan Anak Berkebutuhan Khusus Tunarungu*. Jakarta: Luxima.
- Helmawati. (2015). *Mengenal dan Memahami PAUD*. Bandung: PT Remaja Rosdakarya Offset.
- Junanto, S. (2018). Evaluasi Program Standar Kompetensi Lulusan Al Quran(SKL AL Quran) di Jurusan Pendidikan Anak Usia Dini Fakultas Ilmu Tarbiyah dan Keguruan IAIN

- Surakarta Tahun 2017. *At Tarbawi*, 1-11.
- Lazwardi, D. (2017). Implementasi Evaluasi Program Pendidikan Di Tingkat Sekolah Dasar Dan Menengah. *Al-Idarah : Jurnal Kependidikan Islam*, 142-156.
- Lukum, A. (2015). Evaluasi Program Pembelajaran IPA SMP Menggunakan Model Countenance Stake. *Jurnal Penelitian dan Evaluasi Pendidikan*, 25-37.
- Marzuki. (2017). *Pendidikan Karakter Islam*. Jakarta: Amzah.
- Moloeng, L. J. (2016). *Metode Pendidikan Kualitatif*. Bandung: PT. Remaja Rosdakarya. .
- Munandar, U. (2016). *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.
- Muri, Y. (2014). *Metode penelitian: kuantitatif, kualitatif, dan penelitian gabungan*. . Jakarta: Prenadamedia Group.
- Mustamir Pedak, M. (2009). *Potensi Kekuatan Otak Kanan dan Otak Kiri Anak*. Jakarta: Diva Press.
- Noor, F. A. (2020). Manajemen Pendidik Berbasis Kearifan Lokal. *Cakrawala Dini*, 35-50.
- Nurjanah, S. (2018). Perkembangan Nilai Agama Dan Moral (STTPA Tercapai). *Jurnal Paramurobi*, 43-59 .
- Pandji, D. (2013). *Sudahkah Kita Ramah Anak Special Needs?* Jakarta: Gramedia.
- Reid, G. (2007). *Memotivasi Siswa di Kelas : Gagasan dan Strategi*. Terjemahan Hertati Widiastuti. Jakarta: Indeks.
- Samiaji, M. H. (2019). Perkembangan Karakter Mandiri Dan Jujur Pada Anak Usia Dini. *ThufuLA*, 295-308.
- Sarwono, J. (2011). *Mix Method Cara Menggabung Riset Kuantitatif dan Riset Kualitatif Secara Benar*. Jakarta: Elex Media Komputindo.
- Stake, R. E. (1967). *Forward technology for the evaluation of educational programs*. Chicago: Rand McNally.
- Subar Junanto, N. A. (2018). Evaluasi Program Pembelajaran di PAUD Inklusi dengan Model Context, Input, Process, and Product (CIPP). *Inklusi : Jurnal of Disability Studies*, 179-194.
- Sugiyono. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif Pendekatan Kualitatif dan R & D*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2013). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya Offset.
- Suyadi. (2014). *Teori Pembelajaran Anak Usia Dini dalam Kajian Neurosains*. Bandung: PT. Remaja Rosdakarya.
- Tri Hartono, F. S. (2019). Implementasi Metode Pembiasaan Modelling Perspektif Teori Behaviorisme Di RA Syamila Kids Kota Salatiga. *ThufuLA*, 325-344.

-
- Utami, T. (2017). Penanaman Kompetensi Inti Melalui Pendekatan Saintifik Di PAUD Terpadu An-Nuur. *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini* , 91-100.
- Wahyudin. (2009). *Maa... Aku Bisa!!* Yogyakarta: Pro-U Media.
- Widoyoko. (2016). *Evaluasi Program Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Yeni Rachmawati, E. K. (2010). *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-Kanak*. Jakarta: Kencana Prenada Media Group.

