

INTERPERSONAL COMMUNICATION OF TEACHER - DEAF STUDENTS IN ONLINE LEARNING

Annisa Lusiyana, Maulana Rezi Ramadhana

Universitas Telkom Bandung, West Java, Indonesia

E-mail: annisalusiyana@student.telkomuniversity.ac.id,

rezimaulana@telkomuniversity.ac.id

Abstract

In creating satisfying interactions, it requires interpersonal communication that goes both ways between teachers and deaf students in online learning. This study aims to find out how interpersonal communication occurs between deaf teachers and students in online learning which is studied using symbolic interaction theory in S Public Special Education School Bekasi Regency. This research used a qualitative research method by collecting data through interviews with twelve informants who were divided into key informants and supporting informants, namely six teachers and six deaf students of Public Special Education School Bekasi Regency with data analysis using ATLAS.ti software. The results show that there are three aspects of symbolic interaction in interpersonal communication carried out by deaf teachers and students in online learning, including 1) Mind, resulting in the theme of online learning situations, 2) Self, producing the theme of interaction with children, 3) Society, resulting in the theme of building interaction. These three aspects give rise to four categories, including technical barriers, non-technical barriers, interaction approach strategies, and providing support to children. This research can help provide information about interpersonal communication carried out by deaf teachers and students in online learning.

Keywords: Interpersonal Communication, Online Learning, Teacher, Deaf students, Symbolic Interactions

Introduction

Education is a form of effort in achieving the ideals of the nation, namely to educate the nation's life and improve the quality of life. By being equipped with a good education,

How to cite:	Annisa Lusiyana, Maulana Rezi Ramadhana (2023), Interpersonal Communication Of Teacher - Deaf Students In Online Learning, Vol.8, No. 2, Februari 2023, Http://Dx.Doi.Org/10.36418/syntax-literate.v8i2.11356
E-ISSN:	2548-1398
Published by:	Ridwan Institute

humans can have the opportunity to have extensive knowledge and have the opportunity to get a better life. Every human being deserves to be given adequate education, including children with special needs. Where every human being has the right to obtain good learning, not merely looking at social status, race, religion, ethnicity, culture or certain groups. Through the process of acquiring knowledge, it is possible to find out the abilities possessed by children with special needs which can then be developed and later can be beneficial for the lives of children with special needs and for the surrounding environment.

Inclusive education is an educational service for children with special limitations regardless of their social, emotional, linguistic, physical, intellectual or other conditions to get proper services with regular school children's education. Inclusive education provides the greatest opportunity for all students who have various kinds of disabilities in terms of emotional, physical, mental and social or have the potential for intelligence and special talents to get quality education according to their abilities and desires (Amka, 2017).

Inclusive education is especially aimed at children with special needs (ABK) with efforts to get the education they should get, including special schools. Special Schools or known as Public Special Education School are educational institutions intended for children with special needs, in order to get educational services that are in accordance with their conditions or needs, including children with special needs who are deaf (David Wijaya, 2019). Quoted from the official website of the Public Special Education School Bekasi Regency, this school is the only School Education Technical Implementation Unit in Bekasi Regency which was established by the Provincial Government of West Java. According to (Colagrosso et al., 2019) deafness is a condition in which a person experiences disturbances or obstacles to the sense of hearing, thus inhibiting the ability to receive vocabulary that makes sufferers experience interference when communicating. This causes many deaf children to experience difficulties in receiving abstract responses/ stimulus words, such as tolerance, responsibility, and awareness. They will more easily understand words that are shaped in sign language or objects because it will be easier to capture directly through other senses. This situation makes it difficult for deaf children to be able to interact with their surroundings, especially in the learning process.

Learning activities are activities that certainly involve interactional communication models. Communication activities run in two directions, namely between teachers and students who are directly involved in these activities. In conventional teaching and learning activities, the communication process is carried out face-to-face (directly) in the classroom, which can result in elements of disturbance (noise) in the learning process being minimized (Simamora, 2020). However, with the conditions in the midst of the Covid-19 pandemic which has hit this country for two years, it has resulted in limited human movement including the teaching and learning process in schools.

According to (Siahaan, 2020) the corona virus is a contagious disease, starting with acute respiratory problems. Since the entry of the Covid-19 virus, the Government of

Indonesia has taken firm action by stopping activities carried out outside the home. The Ministry of Education and Culture of the Republic of Indonesia issued a policy so that all learning activities could be carried out online, therefore the learning aspects had to be carried out virtually (Atsani, 2020). Teaching and learning activities are carried out using technology as an online learning medium that can be accessed anywhere and anytime. Learning that is done online for students with special needs, especially for students who are deaf is not an easy thing, because students with disabilities will have difficulty dealing with changes in learning situations from offline to online (in the network).

The problem of learning in the digital era today is not only the ability to master technology by teachers and students, but also the basic skills that must be possessed by both. In this case, technology is used only as a support for learning activities, while the communication skills of teachers and students are the main parties in student learning. Because in the world of education, communication is used as a means of exchanging ideas, messages, and social interaction activities. To achieve maximum learning results, teachers and students need to have effective communication skills so that each learning material provided is conveyed properly (Aladdin & Alfathan, 2022).

In terms of online learning, interpersonal communication has an important role to improve abilities and develop student learning activities. As educators, teachers can position themselves as communicators and communicants to make students feel comfortable and close, and vice versa. Students who feel their interpersonal communication relationships are close and full of comfort, will feel that online learning is a fun thing to do. The success of online learning can be seen from the communication that exists between teachers and students. If communication between the two runs effectively, then learning will be achieved (Parid, n.d.).

There are results of research conducted by (Rahmawati, 2020) entitled "The process of interpersonal communication on the learning of speech-deaf students at SDN Inclusion Keraton 4 Martapura". The research stated that the process of interpersonal communication carried out by special companion teachers and children with hearing impairments was well established. Because both of them show concern for one another by inviting them to play together, exchanging stories, doing assignments together and the teacher takes on the role of listener and speaker.

Interpersonal communication that occurs during online learning is also discussed in previous research, this research was presented by (Pratiwi, 2020) entitled "Teacher interpersonal communication strategies in implementing distance learning in elementary schools, Klaten, Central Java". The research states that teachers use communication as interaction (two-way communication) by making video calls or personal chats as one of the strategies undertaken to arouse their students' enthusiasm for learning.

The pre-research was conducted during the COVID-19 pandemic, with observations and interviews by one of the teachers at Public Special Education School Bekasi Regency.

During the pre-research, the researchers obtained the results that children in Special Education School need to have basic skills such as sign language and the ability to communicate. This is needed because in the online learning process, children are encouraged to be able to understand what the teacher conveys, both orally and in writing which aims to assist the online teaching and learning process.

From the results of the pre-research conducted by the researchers at Public Special Education School Bekasi Regency found that there were frequent interpersonal communication barriers between deaf teachers and students in online learning, where students found it difficult to understand mediated teacher communication and students showed traits that tended to be less enthusiastic in carrying out online learning. Thus, interpersonal communication that occurs between teachers and students in online learning has not run effectively, so that it becomes an obstacle in the learning process that is carried out online.

This study will use a qualitative descriptive interpretation research method with the Husserl phenomenological approach. The data collection techniques that the researchers used were interviews, observation and documentation of deaf teachers and students to answer the focus of the research problem. It is hoped that this research can assist the Public Special Education School Bekasi Regency in implementing interpersonal communication between teachers and deaf students during online learning. Based on the explanation above, this research raises the title "Interpersonal Communication of Deaf Teachers-Students during Online Learning (Study of Symbolic Interaction in Public Special Education School Bekasi Regency)".

Research methods

This study used qualitative research methods. (Sugiyono, 2013) explained that qualitative research is a naturalistic research method because it is carried out in natural conditions (natural setting). According to Aminuddin (Harahap, 2020) qualitative research is research that stems from an inductive mindset, which is based on participatory objective observations of a social phenomenon. Mainly related to patterns and human behavior as well as behind the human behavior. Meanwhile, according to (Moleong, 2004) qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, and others as a whole, and explain it in the form of words and language. in a special natural context by utilizing various natural methods.

Qualitative research aims to explain a phenomenon in depth by collecting in-depth data as well, so as to obtain accurate research data (Harahap, 2020). The reason the researcher chose this qualitative method is because the researcher is trying to explore data in an exploratory manner regarding the problem being studied, namely the interpersonal communication of teachers and deaf students that occurs in online learning at Public Special

Education School Bekasi Regency. The data generated by the researcher is descriptive data, so this research cannot be represented by numbers or statistics.

Results and Discussion

In completing this chapter, the researcher conducted interviews with 12 informants to obtain the data needed in the research. The first interview was conducted on Monday, August 29, 2022, located at the Public Special Education School Bekasi Regency, Pasirandu Street, Asem, Serang Baru Alley. The second interview was conducted on Monday, September 12, 2022 at the same location, namely at the Public Special Education School Bekasi Regency, Pasirandu Street, Asem, Serang Baru Alley. The third interview was conducted on Monday, September 20, 2022 at the same location, namely at the Public Special Education School Bekasi Regency, Pasirandu Street, Asem, Serang Baru Alley. The fourth interview was conducted on Monday, September 27, 2022 at the same location, namely at the Public Special Education School Bekasi Regency, Pasirandu Street, Asem, Serang Baru Alley.

The teachers who became the six key informants in this study were deaf teachers who worked at the Public Special Education School Bekasi Regency, and one of them was a vice principal for student affairs. While the six supporting informants used in this study were deaf students with an age range of 14-17 years.

Table 1
Research Informant Data

No	Name	Informant	Age	Position
1	Mrs. Asri	Key	35	Teacher
2	Mrs. Kiki	Key	26	Teacher
3	Mrs. Ika	Key	30	Teacher
4	Mrs. Tyas	Key	30	Teacher
5	Mr Ade	Key	27	Teacher
6	Mr Fli	Key	43	Teacher
7	Rofi	Supporters	14	Deaf Student
8	Aira	Supporters	14	Deaf Student
9	Fajjar	Supporters	17	Deaf Student
10	Farel	Supporters	16	Deaf Student
11	Raihan	Supporters	15	Deaf Student
12	Odri	Supporters	17	Deaf Student

(Source: Research Data Processed 2022)

Researchers will describe interpersonal communication that is implemented in symbolic interactions between teachers and deaf students in online learning at Public Special Education School Bekasi Regency. The symbolic interaction in question is developing the mind by sketching the mode of action, the self (self-concept) by the stages of taking a role through interaction or the game stage, and society (environment) which constructs a role in

the midst of the environment or society. The following is a description of the results of the research based on the topics of the interviews that have been conducted.

Topic 1: Mind

In the process of interpersonal communication carried out between teachers and deaf students, the teacher always pays attention to the existence of several obstacles in the interaction process during online learning. In the interviews that were conducted, the researchers wanted to find out what obstacles were found in the interactions between teachers and deaf students during online learning.

The results of interviews with six key informants, namely Mrs. Asri, Mrs. Kiki, Mrs. Ika, Mrs. Tyas, Mr. Ade, and Mr. Fli, obtained the following results:

Mrs. Asri said that she sometimes experienced technical difficulties in the form of a bad network when conducting online learning via video calls. Mrs. Asri said that, *"When it comes to video calls, we sometimes get stuck with the network"* (Bu Asri, key informant interview on 29 August 2022).

In addition to bad network, Mrs. Asri also said that children who do not have a quota are the technical obstacles they experience in interacting. Mrs. Asri said that, *"Sometimes there are those who have quotas and there are those who don't, right?"* (Mrs Asri, key informant interview on 29 August 2022)

Just as Mrs. Asri said, Mrs. Kiki also said that one of the communication barriers in online learning is a bad network. Mrs. Kiki said that, *"network is most hampered when online via zoom only"* (Miss Kiki, key informant interview on 29 August 2022).

Mr. Ade said the same thing, he said that when learning is online, bad internet network becomes an obstacle in interacting with children. Mr. Ade said that, *"The problem is the internet... just network for going online... not all places can be reached by private signals, right, so if the signal is no longer..."* (Pak Ade, key informant interview on 20 September 2022).

Apart from being hampered by bad networks and quotas, Mr. Ade also said that inadequate facilities were also a barrier for him when communicating with children during online learning. He said that, *"Not all parents have adequate facilities... not all facilities are available to parents... facilities such as cellphones or laptops, not all parents have them"* (Pak Ade, key informant interview on 20 September 2022).

The same thing was said by Mrs. Ika that inadequate facilities in the form of cellphones that did not support online learning were the obstacles she experienced when doing online learning. Mrs. Ika said that, *"There are cases in other classes where the parents may not have a cellphone that supports it"* (Mrs. Ika, key informant interview on 29 August 2022).

Apart from inadequate facilities, Mrs. Ika also said that when online learning took place, some children carried out other activities such as running away which hindered the interaction process they were carrying out. Mrs. Ika said that, *"He learns that it must move,*

so it must move. So, if you go online, you've been everywhere... then there are those who run away too." (Mrs. Ika, key informant interview on 29 August 2022).

Just as Mrs. Ika said, Mrs. Kiki also said that children who do other activities such as playing cellphone, sleeping, and eating became difficulties for him to communicate during online learning. Mrs. Kiki said that, *"There are those who play mobile phones... there are children who, for example, while lying down, it looks like that, I warn them... there are those who are eating"* (Miss Kiki, key informant interview on 29 August 2022).

Apart from children doing other activities, Mrs. Kiki also said that the lack of enthusiasm for learning in children was also an obstacle during online learning. Mrs. Kiki said that, *"their obstacle is in the spirit of learning too"* (Miss Kiki, key informant interview on 29 August 2022).

Mrs. Kiki also said that uncooperative parents could hinder the interaction process in online learning. Mrs. Kiki said that, *"Because not all of their parents are at home, some are working so some are collecting them at night... there are some parents who are not cooperative, so it's a bit difficult for us"* (Miss Kiki, key informant interview on 29 August 2022).

Just like Mrs. Kiki, Mrs. Ika also said that parents' time to accompany their children is also an obstacle in online learning. Mrs. Ika said that, *"There are lots of obstacles online. First maybe credit, then it's time for parents to accompany them"* (Mrs. Ika, key informant interview on 29 August 2022).

Apart from uncooperative parents, Mrs. Ika also said that the different understanding of children and teachers is also a barrier to communication in online learning. Mrs. Ika said that, *"On-line does not quite work like that, the presentation of the material doesn't get to that point.. there is a case in zoom where there is a button to activate and deactivate the microphone, so they didn't understand until I took the real mic, they didn't know that I said 'push', while behind him there was no one to help, no one else... not to mention delivering our material, didn't it reach the children"*(Mrs. Ika, key informant interview on 29 August 2022).

The same thing was said by Mrs. Tyas that the different understanding of children and teachers is a non-technical obstacle in the communication process in online learning. Mrs. Tyas said that, *"You really cannot hear and you cannot sign language yet, so it does not connect"* (Mrs Tyas, key informant interview on 20 September 2022).

In addition to the different understandings of children and teachers, Mrs. Tyas also said that children who cannot communicate using sign language are obstacles in the interaction process during online learning. Mrs. Tyas said that, *"They do not even know sign language"* (Mrs Tyas, key informant interview on 20 September 2022).

Topic 2: Self Concept

In the process of interpersonal communication carried out between teachers and deaf students, the teacher always pays attention to the interaction approach strategies with

children during online learning. In the interviews that were conducted, the researchers wanted to find out what strategies were used in the interactions between teachers and deaf students during online learning.

The results of interviews with six key informants, namely Mrs. Asri, Mrs. Kiki, Mrs. Ika, Mrs. Tyas, Mr. Ade, and Mr. Fli, obtained the following results:

Mrs. Ika said that she conducted an assessment as an interaction approach strategy aimed at understanding children. Mrs. Ika said that, *"The assessment is to find out where the child's abilities are, where are the weaknesses... from the results of the assessment, we make a module... we have something called an assessment... we have to know the character of the children. Because one other child must be different in character"* (Mrs. Ika, key informant interview on 29 August 2022).

Mrs. Kiki said the same thing, that she also conducts assessments as a strategy to understand children. Mrs. Kiki said that, *"Let's see what the children's characters are like... I'll just try to get to know them one by one"* (Miss Kiki, key informant interview on 29 August 2022).

In addition to conducting assessments as a strategy to understand children, Ms. Kiki also positions herself as a friend as a strategy for getting along with children. Mrs. Kiki said that, *"I position myself not always to be a teacher, sometimes I position them to be their friend... I always position myself not only to be a teacher, because I'm afraid of that... when I'm doing assignments, I become friends, sometimes I become a sibling for them. So they are close, so it's easy for us to get into their realm.. I positioned those three earlier, not just being a teacher. Because I'm afraid that if I continue to be a teacher, I don't know my children. So if we know our children, they are not afraid to express themselves"* (Miss Kiki, key informant interview on 29 August 2022).

Not only strategies in understanding children and getting to know themselves, Mrs. Asri did strategies to approach children through home visits. Mrs. Asri said that, *"Sometimes doing home visits, we go to study at the student's' homes"* (Bu Asri, key informant interview on 29 August 2022).

In addition to the three strategies above, Mr. Ade also found a way to do learning while telling stories as a strategy for interacting with children. Mr. Ade said that, *"When we study, we do not just study, but when we study, we talk and tell stories"* (Pak Ade, key informant interview on 20 September 2022).

Topic 3: Society (environment)

In the process of interpersonal communication carried out between teachers and deaf students, teachers always provide support to children when online learning takes place. In the interviews that were conducted, the researchers wanted to find out what support was provided by the teacher in the interaction between the teacher and deaf students during online learning.

The results of interviews with six key informants, namely Mrs. Asri, Mrs. Kiki, Mrs. Ika, Mrs. Tyas, Mr. Ade, and Mr. Fli, obtained the following results:

Mrs. Kiki said that she collaborated with parents as support for children in online learning. Mrs. Kiki said that, "*Cooperative and collaborative from the parents*" (Miss Kiki, key informant interview on 29 August 2022).

Apart from conducting collaborators, Mrs. Kiki also provides material modules to children to support online learning. Mrs. Kiki said that, "*Yes module. My shape is like making Canva like a pdf... the school has already provided the material*" (Miss Kiki, key informant interview on 29 August 2022).

Not only providing support by conducting collaborators and providing modules, Mrs. Kiki also provides encouragement to children. Mrs. Kiki said that, "*Kids like this really need to be encouraged*" (Miss Kiki, key informant interview on 29 August 2022).

In addition to providing encouragement, Mrs. Kiki also provides motivation to children. Mrs. Kiki said that, "*The motivation is certain*" (Miss Kiki, key informant interview on 29 August 2022).

Just like Mrs. Kiki, Mr. Ade also motivates children by giving *support* to the child even though the child made a mistake. Mr. Ade said that, "*Always encourage the child even if he is wrong and fails... so if you continue to support your child, you will definitely be able to do it*" (Pak Ade, key informant interview on 20 September 2022).

Not only acting as a motivator, Mr. Ade also acts as a recipient of responsibility for providing quotas from schools and the government for children. Mr. Ade said that, "*If the quota is given to each child, the quota will be given and it has been distributed from the school*" (Pak Ade, key informant interview on 20 September 2022).

In this sub-chapter, researchers will discuss the results of research based on the three topics that have been carried out and will be linked to the theory of Symbolic Interaction by George Herbert (ARDIANI, 2022) where communication will occur by exchanging symbols that are given meaning. There are three basic concepts in forming meaning originating from the human mind about self, and its relationship in the midst of social interaction, and the final aim is to mediate and interpret meaning in the midst of the environment or society to answer the research focus has been determined by researchers, namely interpersonal communication of teachers and deaf students in online learning using a symbolic interaction theory approach. The output generated uses ATLAS.ti (version 8.4.4) which is then mapped into a network so that it will see the themes that emerge from the researchers' findings.

1. Thematic Analysis of Interview Results

The results of the tabulation of the interview coding that the researcher previously made found three themes that emerged from the interviews of six key informants and six supporting informants which were divided into three aspects based on George Herbert Mead's symbolic interaction theory, namely Mind, Self, and Society. The themes that emerged will be explained based on the code and also the categories from

the results of interviews with key informants and supporters to answer the research question, namely how the application of interpersonal communication between teachers and deaf students in online learning which is studied using symbolic interaction theory in Public Special Education School Bekasi Regency.

Figure 1
Teacher Interpersonal Communication – Deaf Students during Online Learning
(Study of Symbolic Interaction at Public Special Education School Bekasi Regency)
using Atlas.ti v.8.4.4 software

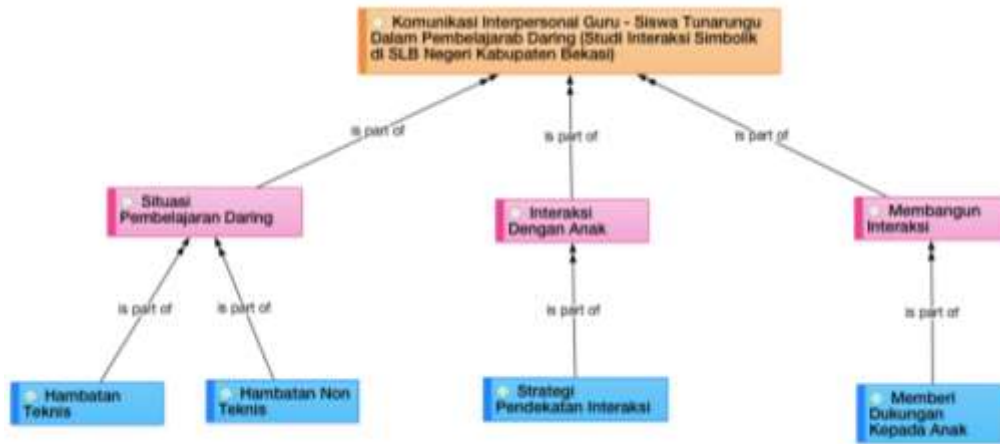


Table 1
Themes of Interpersonal Communication Symbolic Interaction of Deaf
Teachers and Students in Online Learning

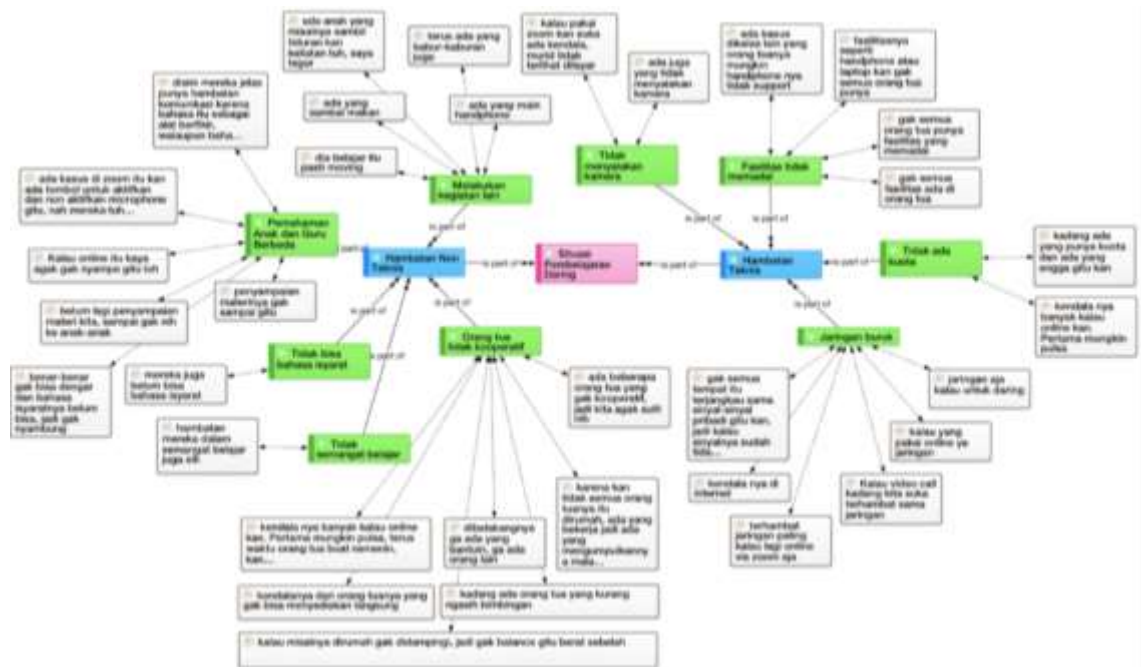
Aspects of Symbolic Interaction Interpersonal Communication of Deaf Teachers and Students in Online Learning	Emerging Themes
<i>Mind</i>	Online learning situation
<i>Self</i>	Interaction with Children
<i>Society</i>	Build Interaction

2. Mind

Communication between teachers and deaf students in online learning raises a theme resulting from categories arranged through interview transcripts from topic one (Mind). The categories of technical and non-technical obstacles are included in theme 1) Online Learning Situations. The following is the result of coding for the category of technical barriers and non-technical barriers:

Figure 2

Online Learning Situation in the Symbolic Interaction of Deaf Teachers and Students during Online Learning



Here is a table explaining the keywords and categories that make up the theme:

Table 2
Theme 1 – Online Learning Situation

Category	Code	Inquiry
Technical Barriers		<ul style="list-style-type: none"> • "When it comes to video calls, we sometimes get stuck with the network"(Bu Asri, key informant interview on 29 August 2022) • "network is most hampered when online via zoom only"(Miss Kiki, key informant interview on 29 August 2022) • "if you use online, network"(Ms. Ika, key informant interview on 29 August 2022)
	Bad network	<ul style="list-style-type: none"> • "the problem is on the internet"(Pak Ade, key informant interview on 20 September 2022) • "just network for online"(Pak Ade, key informant interview on 20 September 2022) • "Not all places are covered by private signals, right, so if the signal is no longer..."(Pak Ade, key informant interview on 20 September 2022)

Category	Code	Inquiry
	Run out of quota	<ul style="list-style-type: none"> • <i>"Sometimes there are those who have quotas and there are those who don't, right?"</i>(Bu Asri, key informant interview on 29 August 2022) • <i>"There are lots of obstacles online. First maybe credit, then it's time for parents to accompany them"</i>(Ms. Ika, key informant interview on 29 August 2022)
	Does Not Turn on Camera	<ul style="list-style-type: none"> • <i>"there are also those who don't turn on the camera"</i>(Miss Kiki, key informant interview on 29 August 2022) • <i>"If you use zoom, there are problems, students are not visible on the screen"</i>(Mrs Tyas, key informant interview on 20 September 2022)
	Inadequate Facilities	<ul style="list-style-type: none"> • <i>"There are cases in other classes where the parents may not have a cellphone that supports it"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"not all parents have adequate facilities"</i>(Pak Ade, key informant interview on 20 September 2022) • <i>"not all facilities are in parents"</i>(Pak Ade, key informant interview on 20 September 2022) • <i>"Facilities such as cellphones or laptops don't all parents have"</i>(Pak Ade, key informant interview on 20 September 2022)
	Do other activities	<ul style="list-style-type: none"> • <i>"someone playing cellphone"</i>(Miss Kiki, key informant interview on 29 August 2022) • <i>"There are children who, for example, while lying down look like that, I warn them"</i>(Miss Kiki, key informant interview on 29 August 2022) • <i>"someone is eating"</i>(Miss Kiki, key informant interview on 29 August 2022) • <i>"then there are those who run away too"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"He learns that it must move, so it must move. So if you're online, you've been everywhere"</i>(Ms. Ika, key informant interview on 29 August 2022)
	Not excited about learning	<ul style="list-style-type: none"> • <i>"their obstacle is in the spirit of learning too"</i>(Miss Kiki, key informant interview on 29 August 2022)

Category	Code	Inquiry
		<ul style="list-style-type: none"> • <i>"Sometimes there are parents who don't give guidance"</i>(Bu Asri, key informant interview on 29 August 2022) • <i>"Because not all of their parents are at home, some are working so some collect them at night..."</i>(Miss Kiki, key informant interview on 29 August 2022) • <i>"There are some parents who are not cooperative, so it's a bit difficult for us"</i>(Miss Kiki, key informant interview on 29 August 2022)
	Parents are not cooperative	<ul style="list-style-type: none"> • <i>"If, for example, you are not accompanied at home, it will not balance, it will be one-sided"</i>(Miss Kiki, key informant interview on 29 August 2022) • <i>"There are lots of obstacles online. First maybe credit, then it's time for parents to accompany them"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"There is no one behind him to help, no one else"</i>(Mrs Tyas, key informant interview on 20 September 2022) • <i>"the problem is from the parents who can't provide directly"</i>(Pak Ade, key informant interview on 20 September 2022)
	The understanding of children and teachers —is different	<ul style="list-style-type: none"> • <i>"Online is rich, it doesn't arrive like that, you know"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"submission of the material is not up to that"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"There's a case in zoom, there's a button to activate and deactivate the microphone, so they do I didn't understand until I took the real mic, they didn't know when I said "press", while behind them there was no one to help, no one else"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"not to mention the delivery of our material, until it reaches the children"</i>(Ms. Ika, key informant interview on 29 August 2022) • <i>"You really can't hear and you can't sign language yet, so it doesn't connect"</i>(Mrs Tyas, key informant interview on 20 September 2022) • <i>"Here they clearly have communication barriers because language is a tool for thinking, though the language is the</i>

Category	Code	Inquiry
Non-Technical Barriers		<i>same, but the understanding is different</i> ”(Pak Fli, key informant interview on 20 September 2022)
	Cannot Understand to Sign Language	<ul style="list-style-type: none"> • <i>“They don't even know sign language”</i> (Mrs Tyas, key informant interview on 20 September 2022)

Online learning situations are part of the mind that was coined by Mead for symbolic interaction theory. According to George Herbert (ARDIANI, 2022) individual behavior can be seen as an individual process in shaping and managing their respective behavior with the surrounding environment. In the context of deaf online learning, the thoughts found in this study are divided into two sub-categories, namely technical barriers and non-technical barriers.

In this study, deaf teachers and students involved a process of interaction between teachers and deaf students as a two-way communication effort using the basic concept of mind in forming meaning. In previous research by (Khoir, 2014) found that the pattern of communication between teachers and students is multidirectional communication and there are still obstacles in interpersonal communication. In this study, the technical barriers to communication that occur between teachers and deaf students during online learning include bad network, no quota, not turning on the camera, and inadequate facilities. Whereas non-technical obstacles in online learning are doing other activities, not enthusiastic about learning, parents are not cooperative, children and teachers understand differently, and cannot sign language.

The first technical obstacle is not turning on the camera during online learning. As Mrs. Tyas said, the obstacle to learning via Zoom is that students are not visible on the screen. Mrs. Kiki also added that there were students who did not turn on their cameras during online learning. In carrying out interactions, it is necessary to exchange symbols that are given meaning originating from the human mind. In this case, understanding sign language which is assumed as a symbol is an important thing that must be considered. Thus, turning on the camera is something that must be considered so that the exchange of symbols using sign language can work well.

Furthermore, the second technical obstacle, inadequate facilities. As Mr. Ade said, not all parents have facilities such as cellphones and laptops to support online learning. In the context of symbolic interaction, each individual must develop their thoughts through interactions with other individuals. Lack of facilities is an obstacle in the process of interaction between teachers and deaf students in online learning.

The third technical barrier is that there is no quota. In this study, Mrs. Ika said that there were several obstacles in online learning, one of which was the credit problem. Mrs. Asri also said that sometimes students have a quota, sometimes they do not. This is in line with previous research by (Lestari et al., 2021) which found that the obstacles faced by students during online learning such as no quotas, unstable signals, and sometimes students who lost news. Meanwhile, the research conducted by (Mangolo et al., 2022) found that one of the obstacles to online learning is not having a quota.

Furthermore, the fourth technical obstacle is bad network. In this study, Mrs. Asri said that when teaching via video calls, learning was hampered due to poor network. Apart from that, Mr. Ade also said that not all places are reachable with an internet signal. This is in line with previous research by (Mangolo et al., 2022) which found that one of the barriers to online learning is an unstable internet network. Another study by (Afiani & Faradita, 2021) also found that apart from inadequate smartphones, quota factors and unsupportive signals were factors that hindered the process of online learning activities. So that the obstacles to online learning for deaf students are considered the same as the obstacles to online learning for normal students in general.

In addition to technical barriers, there are non-technical obstacles found in online learning interactions. The first non-technical obstacle is doing other activities. As said by the teacher at the Public Special Education School Bekasi Regency, several children were doing other activities such as eating, lying down, playing on their cell phones, and even running away during online learning. The condition of children who carry out learning activities in a moving manner hinders the interaction process carried out by teachers and children during online learning.

The second non-technical obstacle is the different understanding of children and teachers. (ARDIANI, 2022) in his book entitled *Mind, Self, and Society* explains that symbols are language which is a mixture of gestures originating from the human mind. Language is social, by bringing it into individual life with gestures, attitudes, and roles that are implied in shared social activities. As Mr. Fli said, even though the language is the same, the understanding is different. This proves that the importance of an interaction for deaf teachers and students in interpreting a symbol (in the form of sign language) is in accordance with a mutual agreement to reduce the possibility of interpretation confusion.

Furthermore, the third non-technical obstacle is not being able to sign language. In creating satisfying interactions, it is necessary to exchange symbols that are given meaning originating from the human mind. In this case, understanding sign language which is assumed as a symbol is an important thing that must be considered. As Mrs. Tyas said, many students do not know sign language. Previous research by (Paramesthi & Rahardjo, 2021) found that Special Education School teachers use sign language as a medium to convey learning to deaf students.

The fourth non-technical obstacle is the lack of enthusiasm for learning. In this study, a teacher named Mrs. Kiki revealed that one of the obstacles in online learning is that students are not enthusiastic about learning. The next obstacle is the child doing other activities. Mrs. Ika explained that while online learning was taking place, there were children who were distracted while studying while moving. This causes interactions during online learning not to go well.

Furthermore, the fifth non-technical obstacle is that parents are not cooperative. In this study, Mrs. Kiki explained that there were some parents who were not cooperative, so it was rather difficult if deaf students were not accompanied at home during online learning. Not only that, some students turned in assignments late and only collected them at night because their parents weren't home. This is in line with previous research by (Paramesthi & Rahardjo, 2021) which found that the role of parents is very important in helping students' learning activities because students can ask questions and communicate with parents if students face problems during online learning. Parents who do not accompany their children hinder the online learning process.

In addition to technical and non-technical online learning barriers, researchers also found that online learning media also plays an important role in the interaction of teachers and students with hearing impairments. In mind, the teacher always pays attention to the learning media used during online learning. This is in line with previous research by Hartanto and Kusuma (2022) which also explained that the WhatsApp group was used as a means of disseminating information and a place to bridge and facilitate communication.

Another study by Ika Wahyu (Pratiwi, 2020) found that communication as an interaction or two-way in nature through video calls and private chat with students is one of the interpersonal communication strategies carried out by the teacher. In this study, each teacher has certain learning media which are divided into three categories namely, synchronous, asynchronous, and interactive learning media for interacting with deaf students during online learning.

With the existence of synchronous learning media such as Whatsapp and Zoom, asynchronous learning media such as YouTube and SEON, as well as interactive learning media such as Learning Games, it facilitates the teacher's symbolic interaction process by using sign language (as a symbol) which can produce meaning that comes from the human mind during online learning. As George Herbert (ARDIANI, 2022) said that symbolic interaction is born from basic concepts in forming meaning that originate from the human mind.

Conclusion

In creating satisfying interactions in online learning, there is a need for interpersonal communication that runs in two directions between the teacher and deaf students, so that a message is exchanged. In the case of online learning, the communication that occurs will be

mediated so that an obstacle occurs. In the communication that occurs between teachers and deaf students in online learning, two obstacles are found, namely technical barriers (poor network, no quota, not turning on the camera, and inadequate facilities) and non-technical barriers (carrying out other activities, not enthusiastic about learning, people parents are not cooperative, the understanding of children and teachers is different, and they cannot sign language). The interactions that occur between teachers and deaf students in online learning are in the form of symbolic interactions. Besides that, found a media or channel. The learning media consist of WhatsApp, zoom (synchronous), You Tube, SEON (asynchronous), learning games (interactive).

In the process of teacher and deaf student interaction, it is necessary to have an interaction approach strategy that is carried out to form self-concept. Self-conception occurs when the teacher's interaction with deaf students is active. In this case, the teacher develops his self-concept by using the strategy of familiarizing himself by advising and positioning himself as a friend, approaching children by doing home visits, finding ways by explaining material simply or while telling stories, and understanding deaf children by conducting assessments.

In an effort to build interaction, teachers and parents work together to provide support to deaf students in online learning, besides that the school also works together in meeting the needs of deaf students to achieve successful online learning. This support includes providing modules, providing encouragement, providing budgets for online learning, and providing motivation to deaf students.

BIBLIOGRAPHY

- Afiani, K. D. A., & Faradita, M. N. (2021). Analisis Aktivitas Siswa Dalam Pembelajaran Daring Menggunakan Ms. Teams Pada Masa Pandemi Covid-19. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar*, 9(1), 16–27.
- Aladdin, Y. A., & Alfathan, A. (2022). *Media Reporting Of The Political Conflict In The Democratic Party: Teun A. Van Dijk's Critical Discourse Analysis On Jpnn. Com News*.
- Amka, A. (2017). Implementasi Pendidikan Karakter Inklusi Bagi Anak Berkebutuhan Khusus Di Sekolah Reguler. *Madrosatuna: Journal Of Islamic Elementary School*, 1(1), 1–12.
- Ardiani, N. (2022). *Komunikasi Antarbudaya Melayu Tempatan Dan Mitra Sunda Riau (Misuri) Dalam Membangun Harmonisasi Dikalangan Masyarakat Desa Kampung Baru Kecamatan Ukui Kabupaten Pelalawan*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Atsani, K. H. L. G. M. Z. (2020). Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19. *Al-Hikmah: Jurnal Studi Islam*, 1(1), 82–93.
- Colagrosso, E. M. G., Fournier, P., Fitzpatrick, E. M., & Hébert, S. (2019). A Qualitative Study On Factors Modulating Tinnitus Experience. *Ear And Hearing*, 40(3), 636–644.
- David Wijaya, S. E. (2019). *Manajemen Pendidikan Inklusif Sekolah Dasar*. Prenada Media.
- Harahap, N. (2020). *Penelitian Kualitatif*.
- Khoir, M. S. (2014). *Pola Komunikasi Guru Dan Murid Di Sekolah Luar Biasa B (Slb-B) Frobel Montessori Jakarta Timur*.
- Lestari, R., Sari, M. P., & Syah, A. (2021). Pentingnya Kreativitas Guru Dalam Upaya Peningkatan Mutu Pendidikan. *Peran Guru Dalam Membentuk Karakter Siswa (Antologi Esai Mahasiswa Pendidikan Guru Sekolah Dasar)*, 120.

- Mangolo, P., Tuerah, I. J. C., & Usuh, E. J. (2022). Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas Di Masa New Normal Terhadap Hasil Belajar Bahasa Inggris Di Sekolah Menengah Pertama. *Wunong Of Educational Research*, 1(2), 18–23.
- Moleong, L. J. (2004). Metodologi Penelitian Pendidikan Kualitatif. *Bandung: Pt Remaja Rosdakarya*.
- Paramesthi, M. H. P., & Rahardjo, T. (2021). *Kompetensi Komunikasi Guru Slb Mengenai Pendidikan Seks Usia Dini Pada Anak Berkebutuhan Khusus Tunarungu Di Slb Negeri Ungaran/24/Kom/2021*. Faculty Of Social And Political Science.
- Parid, M. (N.D.). *Komunikasi Interpersonal Antara Pendidik Dan Peserta Didik Dalam Pembelajaran Daring Di Kelas Vi A Min 1 Yogyakarta*.
- Pratiwi, I. W. (2020). Strategi Komunikasi Interpersonal Guru Dalam Pelaksanaan pembelajaran Jarak Jauh Di Sekolah Dasar, Klaten, Jawa Tengah. *Jurnal Psikologi Pendidikan Dan Pengembangan Sdm*, 9(2), 30–46.
- Rahmawati, F. (2020). *Proses Komunikasi Interpersonal Terhadap Pembelajaran Siswa Tunarungu Wicara Di Sdn Inklusi Keraton 4 Martapura*. Universitas Islam Kalimantan Mab.
- Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan*, 20(2).
- Simamora, R. M. (2020). The Challenges Of Online Learning During The Covid-19 Pandemic: An Essay Analysis Of Performing Arts Education Students. *Studies In Learning And Teaching*, 1(2), 86–103.
- Sugiyono, D. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*.

Copyright holders:

Annisa Lusiyana (2023)

First publication right:

Syntax Literate: Jurnal Ilmiah Indonesia

This article is licensed under:

