

Research Article

How Was Hybrid Learning Conducted for Deaf Students During the COVID-19 Pandemic?(A Case Study in Special School)

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Abstract.

This study aimed to investigate how hybrid learning was conducted for deaf students during the COVID-19 pandemic. Using qualitative methods, this study had three main results. First, hybrid learning for deaf students was held via WhatsApp. Second, deaf students spent 3-6 hours a day studying at home to practice theoretical subject learning. Third, remote learning saw teachers improving their competencies by joining workshops for helped online learning.

Keywords: Covid-19 Pandemic, Deaf Students, Hybrid Learning, Special School

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1. Introduction

Coronavirus disease 2019 (COVID-19) give a huge impact on the global life. In education sectors, educational organizations prevents spread of the Covid-19 by school closures 1–3. UNESCO report more than 1.5 billion young learners had impacted by school and university closures hence the COVID-19 outbreak⁴. School closures forced the teacher held offline learning to online learning. The term of distance learning, remote learning, online learning, study from home and homeschooled emerged during Covid-19 5–7. Distance education or online must absolutely be done and many platforms have been prepared to support learning in the era of quarantine. The opportunities to all parties both students and teachers to implement independence in learning. 8

Unfortunately, distance learning during quarantine affected D/DHH made students deal with difficult learning environment because they did not gain benefit from video conference classes without translators. While deaf students have good attention skills, in the other hand they easily distracted. 9,10. Immediately, teachers had to adjust their instruction and parents had to assist and support their children regarding school work

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11. In the other hand, teachers had lack the professional skills to solve obstacles as regards applying digital media for distance learning 12. Many factors influenced the transition from face to offline learning to online learning in Indonesia, for instance no experience in online learning either teacher or students and the age between teachers and students affected using the technology during the learning process. 13.

Meanwhile, students with disabilities felt unconfident with online learning 14, they faced three barriers during online learning such as learning management system (LMS) barriers, course content and materials barriers and communication barriers 15. Students with disabilities gain the benefit from online learning but the low level of technological and pedagogical skills of teachers and support staff, and the lack of cooperation with students' families have obstacles of online learning 16. The understanding of theories of learning is key to teacher professionalism during held the online learning 17, because of deaf teachers did not have plans for an alternative educational design during online learning 18. Deaf students, teachers and learning process during Covid-19 is an interesting topic to explored. How the teacher and deaf students do adaption will be explain in this study. This study aimed to investigate how do hybrid learning for deaf students during covid-19 pandemic.

2. Methodology

This study employed narrative inquiry design in order to reveal the learning process to deaf learning. Qualitative built of assumptions about interpretation and human action and author focused in understanding 19. Teacher and deaf student involved for gaining data by interview and survey. Using qualitative method. This study using narrative inquiry to obtain the processes of learning 20. Involving 4 deaf students and 2 teachers to drew on the hybrid learning amid Covid-19. The interview and study interpreted '*a way of understanding experience It is a collaboration between a researcher and participants, over time, in a place or series of places, and in social interaction with milieus*' 20 .

Informants were selected based on the informants' willingness to share stories related to the learning process during the pandemic. The diversity of information from informants was also obtained from how long the informants study a teach in special school. The following is an explanation of how long the informant has been in special school.



Figure 1: A skill subject learning.

TABLE 1: Informants.

No	Initial	Status	Length of teach or study
1	BC	Teacher	From 1991
2	MM	Teacher	From 2004
3	NN	10	From 2021
4	FGM	11	From 2020
5	AOS	12	From 2020
6	HH	12	From 2019

3. Findings and Results

Before Covid-19 pandemic Indonesian Minister of Education and Culture (MOEC), Nadiem Makarim established *Merdeka Belajar* policies gave students to learn as freely and freely as they can to learn calmly, relax and happily without stress and pressure by paying attention to their natural talents, without forcing them to learn or master a field of knowledge in outside their hobbies and abilities, so that each of them has a portfolio that suits their passion. The covid-19 automatic affected implementation of curriculum. *Kurikulum darurat (emergency curriculum)* governed by the Ministry of Education and Culture was simplification of the national curriculum. It reduce basic competencies of each subject so that teachers and students focused on the essential competencies and prerequisites for continuing learning at the next level. Through Keputusan Mendikbud No 719/P/2020, MOEC urged study from home adaptation carried out to prevent spread of virus. Reducing interaction forced teacher and school adjust the condition

of students and teachers implementation of curriculum. Beside, teacher and school required arrange adaptation implementation Merdeka Belajar during Covid-19.

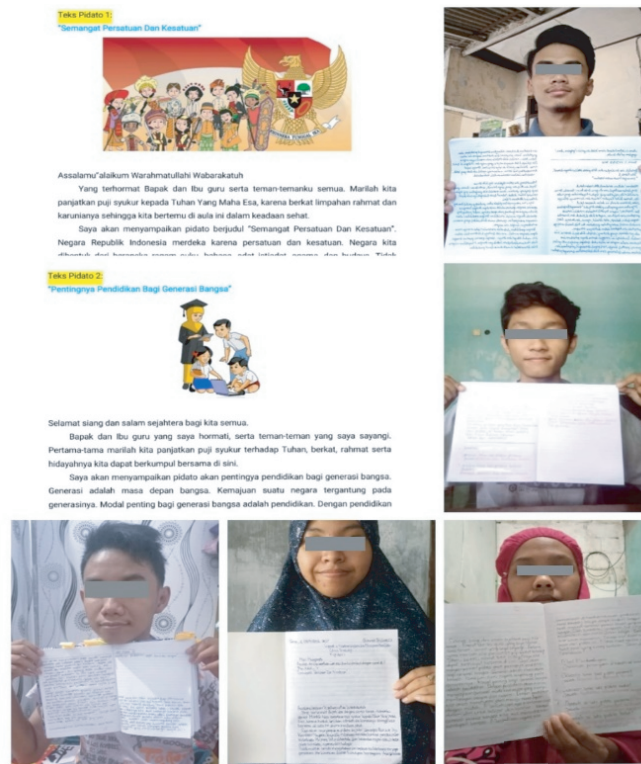


Figure 2: Activity of Online Learning.

The teacher provided online learning using synchronous and asynchronous methods by Whatsapp. Students had to do the task after reading the module. Experienced teacher had difficulties held the remote learning rather than Novice teacher. Technology is the main factors In the early covid-19, based on survey showed some students did not have smartphone to attend in the online class. Teachers and the stakeholder made meeting to cope with many challenges and elaborated the opportunity to solve the online learning. In 2020, teacher created module and distributed it at school. Students had to went to school took the module. School provides asynchronous method due to condition in the early remote learning require many factors to held synchronous method such as device, design instruction, assessment, and students' readiness. During 2020 learning held by asynchronous until 2021 learning held by hybrid learning. The social distancing measures occurred during this hybrid learning. Face to face learning held by group video call using WhatsApp. The asynchronous learning is minimalized and teacher held more frequencies to synchronous learning. Many factors affected hybrid learning successful. The school curriculum taught of blended of cognitive subject learning and skill subject learning. Cognitive subject learning consists of math, Indonesian language,

English language, Religion, Social and Science. Meanwhile the skill subject learning consists of Physical, Tata Boga, Tata Kecantikan. Learning asynchronous in the early online learning had obstacles in subject such Physical, Tata Boga, Tata Kecantikan. The goal of learning of skill subject learning is more difficult to gain measurement than cognitive subject learning. Deaf students spend 3-6 hours a day for study from home to practice and theoretical a subject learning.

Online learning divide to synchronous by group video call Whatsapp and asynchronous methods by give the task to deaf students. Before Indonesian Minister of Education and Culture (MOEC) gives the internet quota for all of students, synchronous learning did hold only once a month. It considered the condition of many deaf learning did not have handphone and the limit of internet connection in their houses. After MOEC launch program assist the quota learning, the synchronous learning held once a week every monday. In fact, 4 students stated that they more happy and convenient study from school than hybrid learning. The habit study from home during Covid-19 made students had to divide on focuses between be students and child in their family in the same time. BC states that she always helps her mother before join online learning. FGH, AOS and HH felt online study was bored and tired. They said the hybrid learning reduced their stress because they could meet with their friends. According to study of for well-being of deaf, the lockdown limited student's relationships with friends, schoolmates, specific teachers, therapists, family members and caregivers, this affected an increase in stress and behaviour problems²¹.

Indeed, the hybrid learning is something new for teacher and deaf students. The learning adaptation amid Covid-19 tend bring out ineffective learning outcomes but also learning demotivation for deaf students. Unexpectedly, teacher had to elaborated learning process to online learning and improved their technology skill and pedagogy competencies. Teachers conduct online learning through integrated technology in learning process. This to allowed the opportunity to teachers encourage deaf students to study. It determine a possibility the process learning classified in the concept learning from technology or learning with technology²². Principally, hybrid learning allows the teacher to switch the role from primary presenter of information to that of providing constructive and meaningful feedback to develop learner competence and enhance the application and transfer of knowledge to solving meaningful problems ²³. The emphasis on autonomous and independent learning and change of learning from pedagogy to andragogy is is primary matter that must occur during hybrid learning ²⁴. Teachers could be learning designer which providing constructive and meaningful learning due to in the online learning, the social presence in learning is very lack.

4. Conclusion

Hybrid learning is new experiences for deaf learning. The changes of traditional learning in classroom to online environment learning gives an opportunity to teacher developing their skill to teaching using TPACK frameworks and gives a new provision to deaf students in Industrial Revolution of the 21st Century with using technology and trying new experiences during distance learning. The opportunities and obstacles must be solved by government, stake holders and teachers as designer learning using SWOT (strengths, weaknesses, opportunities, and threats) analysis so that obvious changes which promoting a good quality for disability students can be realized sooner. The minimalizing learning loss due to online learning during the COVID-19 pandemic, researchers suggests government and stakeholders provide more proper deaf media learning that encouraging deaf students' skill in 21st learning century and provide workshop for teacher professional development for improving teacher performance.

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