



Pedagogical Communication Patterns in Teaching Disabilities in Lombok's Primary Schools

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Abstract

Effective communication is key to successfully fostering a good relationship. The communication patterns employed vary depending on the respective groups. Concerning this, this research aims to identify, describe, and discover communication patterns in the learning process (students and teachers) and the supporting and opposing factors that impede the communication process among teachers and students in Special Needs Elementary School in Lombok, West Nusa Tenggara, Indonesia. The ethnographic realist method was used to qualitatively examine how the interaction patterns unfold between teachers and deaf students during the learning process. According to data gathered through observation, interviews, and note-taking, teachers and students in special needs elementary schools in Lombok, West Nusa Tenggara, Indonesia, adopted a communication pattern known as total communication. The form of total communication was found by using supporting media which is a supporting factor for the success of deaf students as happened in SLB 1 West Lombok. Students' characteristics (multiple disabilities) and ineffective classroom conditions were often found to be the opposing factors to the teaching process in the classroom. However, teachers-students rapport can be one factor that supports the teacher in delivering the materials well and freely reporting the result to the parents.

Keywords

Communication patterns, Deaf students, Primary schools

INTRODUCTION

Effective communication is key to success in fostering good relationships, including those related to pedagogical purposes in a classroom. Besides the oral one, the nonverbal communication patterns are also utilized to ensure the transmission process among interlocutors, particularly in this study among the deaf community. Concerning this, this research aims to identify, describe, and discover communication patterns in the learning process (students and teachers) in the early grades of special elementary schools in Lombok, West Nusa Tenggara. The study was conducted using an ethnographic realist method, which qualitatively examined how the interaction patterns unfold between teachers and deaf students during the learning process in the early special elementary school classrooms. This was achieved through direct observations and interviews with selected informants based on the research objectives. Meanwhile, the analysis involved description, analysis, and interpretation to uncover communication patterns that cater to the needs of students.

As social individuals, people with hearing disabilities also communicate with others. Sign language is the primary medium of communication for individuals with hearing impairments using hands, lips, and body language (Sholawati et al., 2022). Although sign language is performed using hands, it is considered a form of verbal communication because individuals with hearing disabilities still use words as a means of communication. The field of communication has been studied and researched for decades, by many communication experts defining the meaning of communication. Communication comes from the Latin word "communis" or "commun" in English which means the same (Anggraini, 2021). According to Barelson dan Steiner communication itself is often defined as communication is the process of transmitting information, ideas, emotions, and skills through the use of symbols, words, images, numbers, and graphs (Sunata, 2023). There are many theories about the forms or types of communication, with one of the most fundamental being verbal and nonverbal communication. Floyd (2011) explains that words are the foundation of verbal communication because they can represent ideas, observations, thoughts, and feelings. Verbal communication includes not only spoken words but also written ones. Meanwhile, nonverbal communication is defined as the process by which someone conveys meaning in the minds of others through nonverbal behavior (Solomon & Theiss, 2012). If verbal communication uses words in communication, nonverbal communication uses actions or behaviors with meaning. Solomon & Theiss continue by stating that nonverbal behavior is communicated through kinesics (body movements), facial expressions, eye behavior, haptics (touch behavior), paralinguistics, physical appearance, use of physical space, time orientation, and scent.

The field of communication also includes communication patterns or models. If we refer to the Indonesian Language Dictionary, pattern is defined as a system, way of working, or fixed form or structure. Communication patterns tend to be seen as a model of transferring information (Anggraini, 2021). Since communication patterns are a component of communication processes, they are interchangeable with communication processes. (Anggraini, 2021) further states that patterns of communication can be characterized into three parts: one-way communication, two-way communication, and multiple-way communication patterns. One-way communication is a communication pattern that focuses on conveying information or messages from communicator to communicant without being present feedback (feedback). An example of one-way communication is a lecture. Two-way communication is face-to-face communication which shows that the communicant can provide feedback to the communicator in the process of conveying messages or information so that interaction occurs between communicator and communicant. To the last, multi-way communication or communication as a transaction not only involves dynamic interaction between the communicator and the communicant but also involves dynamic interaction between one communicant and another (Anggraini, 2021).

Furthermore, communication approaches are also applied to the learning process for individuals with hearing disabilities. Total communication is one of the commonly used communication approaches in the education of individuals with hearing disabilities. Total communication was first developed by Holcomb, who is now a model for teaching individuals with hearing disabilities. (Kholis et al., 2020) explain that the introduction of the total communication pattern aims to enhance the ability of individuals with hearing disabilities to use language as part of their communication. They continue by stating that total communication in teaching individuals with hearing disabilities involves six elements: speaking, using hearing aids, reading, and writing, pantomime, lip reading, and finger spelling. (Rofiah et al., 2018) reveal that the essence of total communication is a philosophical communication approach that attempts to develop students' total communication abilities, utilizing whatever they possess as communication tools.

Communication approaches in teaching individuals with hearing disabilities are evolving, including in Indonesia. According to Haenudin in (Switri, 2022), the communication approaches used by individuals with hearing disabilities in education can be divided into several methods: oral method and maximizing oral language. This method includes speech training, speech reading, and hearing exercises. Lip Reading Method: Utilizing the visual aspect of lip movements and facial expressions in communication. Manual Method: Using sign language, either fingerspelling or body language. Total Communication: Emphasizing the use of various communication methods and media, including sign systems, finger-spelling, speech, lip reading, amplification devices, gestures, pantomime, drawing, writing, and making use of any remaining hearing abilities. The advantage of total communication is its ability to maximize the use of hearing and combine it with other language skills.

Research on communication patterns among teacher and deaf students have been comprehensively revealed. However, this research focuses more on the type of communication used by teachers and students in the classroom, However, the details on how the communication pattern is described in detail are still yet evaluated. Thus, this research fills the gap. The communication pattern referred to in this research encompasses the patterns of communication that occur within the learning process, including the type of communication, frequency, timing of communication, content of

communication, student responses, opposing factors, supporting factors, parental roles, and student attitudes during learning (which are the consequences of communication patterns during learning). Based on the background and relevant references on communication patterns, the following questions are posed in this research: How are the communication patterns among and between deaf students and teachers in the learning process in a special elementary school in Lombok, West Nusa Tenggara? What are the supporting and opposing factors of communication among deaf students and with their teachers?

METHODS

This research employed a qualitative research design, specifically ethnography. Observation and in-depth interviews were conducted to collect data in three public special needs schools in Lombok, West Nusa Tenggara. The research gave attention to types, frequency, and content of the communication. Hence, it was also to see students' responses to the communication, parents' roles, and students' attitudes during learning. This study also sought to find challenges encountered during observed classroom interaction

The three special needs schools (SLB) in Mataram and West Lombok, which were administered by the provincial Education and Culture Office of West Nusa Tenggara Province, served as the research site. The schools were SLB 1 Pembina, SLB Negeri 2 Mataram, and SLB 1 Lombok Barat. These three SLBs were also considered as the leading institutions in Mataram City and West Lombok Regency, which were designated as benchmarking schools for other special needs elementary schools in Lombok.

The study started during the 2023–2024 school year and ran for 15 days, from July 17 to July 31. The first day of observation was followed by two and three days of classroom visits to observe how students and teachers communicated in the classroom. Focus group discussion encompassed academics, practitioners, and stakeholders of inclusive education and intended to provide the researchers an in-depth understanding of the communication processes happening between teachers and students.

Participants Selection Procedures

As this research addressed vulnerable groups (disabilities), ethical clearance was obtained before data collection began. The researchers asked the teachers and students' permission to be collaboratively involved in the study. Using an ethical clearance sheet, researchers obtain teachers' and students' agreement to interview them. The ethical clearance procedures have been completed, allowing parents, teachers, and students to consent to this research. Researchers use the ethical clearance form that has been approved, analyzed, and reviewed by the Ethics Commission.

The procedure for determining the research subjects is carried out as follows. Firstly, the researcher identifies outstanding special schools in the city of Mataram and West Lombok Regency to serve as benchmarks for other areas. Secondly, the researcher selects the initial classes as the research subjects based on the research needs. Thirdly, the researcher identifies the Special School at the elementary level, part B, as it aligns with the needs of deaf students.

Data Collection Procedures

First, the data of this research were carried out through interviews with the teachers of SLBN 1 Mataram, SLBN 2 Mataram, and SLBN 1 Lombok Barat. Hence, three focused group discussion (FGD) meetings were organized to collect data, in which twenty people attended each meeting. Effective communication patterns that are tailored to the circumstances and conditions of Lombok were type of data gathered through the FGDs. Direct observations were conducted two times in each school, by sitting in the classroom to see all classroom interactions as passive participants.. The team was split up into two groups based on the number of elementary level classrooms in each SLB. Some parents who accompanied and cared for their children at the three special schools were also interviewed. Parents' interviews gave supporting information to the students' language sign development at home.

Data Analysis Procedures

This study used qualitative research (field research) and describes the communication patterns between teachers and students in SDLB Lombok. Grades 1-3 are the sample of the study. After gaining the data, the researchers then described, categorized, triangulated and presented the data in the research report.

Data analysis procedures were carried out by describing phenomena rather than interpreting. This statement is in line with Streb (2010) who said that this study is more descriptive than interpretative and it focuses on rich description of the phenomenon. Phenomenological investigations play a crucial role in uncovering intricacies that escape our complete awareness (Creswell, 2013). In this study, the focal phenomenon is the language learning process of deaf students in early classes. A phenomenological design is employed to illuminate the experiences of teachers, students, and parents.

RESULTS AND DISCUSSION

As has been mentioned earlier, this study is trying to describe the communication patterns among the deaf students as well as with the teachers in the learning process of special needs elementary school in Lombok, West Nusa Tenggara. The study also sought the supporting and opposing factors of communication patterns faced by teachers and students during the process of teaching and learning.

Teacher and Students' Communication Pattern

A communication pattern in this study is defined as a relationship derived from various elements which are interrelated and represent a reality of interconnectedness and sustainability of the elements covered, in order to facilitate systematic and logical thinking (Hastasari et al., 2022) and encompasses the type of communication, frequency, timing of communication, content of communication, student responses, opposing factors, supporting factors, parental roles, and student attitudes during learning (which are the consequences of communication patterns during learning) between teacher and students in the three special needs schools in Lombok, West Nusa Tenggara, Indonesia. A teacher acts as the communicator in the classroom is someone who has the idea of delivering lessons to the communicant (disabled students) (Sari, 2021). The process of delivering the materials to students with disabilities, especially deaf students is various. This study tries to explain how the teacher delivers the message in a relevant communication pattern based on the students' and schools conditions.

Type of Communication

The first sample of this study is special needs school SLB 1 Mataram. The researchers tried to observe the early classroom (grade 1, 2, and 3) interaction between teacher and students. Two teachers taught one classroom which consisted of the three levels; kindergarten, grade 1, 2 and 3. One female teacher taught 2 kindergarten children and 1 child in grade 1. Meanwhile, 1 male teacher taught grades 2 and 3. In teaching, the teachers used a total communication pattern. Total communication refers to the use of various aspects of communication, such as sign/natural language, writing, facial expressions, body movements, to achieve full and effective communication. According to Nurjayanti in (Vianti Desa, 2022), the application of the entire communication model should take into account a person's IQ, social environment adaption, physical senses limits, hearing and hearing levels, and other qualities and abilities. Thus, it is hoped that everyone has an accurate understanding of deafness and promotes a positive attitude in all communication applications that take deaf children's talents' have. (Vianti Desa, 2022) also says that total interaction can be used in a variety of ways as an alternative to share thoughts, feelings, and ideas with other people. In order to effectively implement total communication, it is imperative that teachers, therapists, parents, and observers work together to select a total communication model that is appropriate for deaf children. The total communication model in this school includes all spoken, written, auditory, and visual communication used in the classroom.

Furthermore, SLB 2 Mataram and SLB 1 West Lombok also used a total communication pattern in the classroom. In Special Needs Elementary School 2 in Mataram. There were two early classrooms at this school, one for kindergarten, grades 1 and 2, and another for classes 3 and 4. Total communication as the communication type used in this school was the language media used in both classes. At the kindergarten, grade 1 and grade 2 levels, the communication media used by teachers was the Indonesian Sign Language System (SIBI). SIBI is a sign language that the Ministry of Education and Culture officially acknowledged in Indonesia in 1994 (Rakun et al., 2022). The Indonesian government intentionally developed and launched SIBI (Indonesian Sign Language System) to translate spoken Indonesian grammar into artificial signals. The deaf people in Indonesia use sign language systems, which integrate spoken language, gestures, facial expressions, and other body motions, as a means of communication. Through this system, teachers stated that the students should master SIBI because students face big challenges in school exams that still adhere to SIBI mastery.

Furthermore, SLB 1 West Lombok had its own way of applying total communication. The teachers used various media in teaching students in the classroom. One of the media used by the teacher was a mirror. to show lip movements when pronouncing letters by the teacher. Mirror using was usually given by the teacher when learning in the classroom. The second medium used was the tambourine, a traditional musical instrument used to help students play musical rhythms. The practice of using a tambourine was usually done during cultural events at school. Thus,, the researchers found in the three schools that the total communication pattern was effective to use in the classroom as the teacher could vary the media and manage the classroom well. However, the main point of delivering materials to students with multiple disabilities was that the teacher should know each student's ability in learning and possess good emotional competencies to teach in the classroom (Sanz-Ponce et al., 2023).

To achieve the greatest learning results, teachers must effectively control classroom management. Generally, good classroom management will challenge teachers with different student backgrounds to work hard and motivate students to learn in an interesting and enjoyable way (Wahid et al., 2018) for an example, in teaching vocabulary, the teachers in the three schools first pointed out his mouth. Then, he showed the parts of body pictures to tell the students what they were going to study directly, drilled the pronunciation of the word slowly to show the students how the words were spoken, asked the students to write the alphabet of the word and show the sign language of the words. Each student carefully followed the sign language modeled by the teacher.

Frequency of Communication

When delivering the materials, the frequency of communication is mostly high in each school. especially in grade 2 and 3. However, the teacher of grade 1 and kindergarten built a rapport with the students as the students had to be more accustomed to staying with her during the classroom session. As mentioned before, building emotional relationships between teachers and students was the most crucial thing to consider. The teacher-students' rapport usually describes a joyful, respectful, connected, and mutually trusting learning environment that supports the teaching and learning processes (Kang & Wu, 2022). In other words, student-teacher relations are crucial to the outcomes of minority education.

He describes how classroom interactions may translate into either coercive or collaborative relations of power: while coercive relations reinforce hegemonic structures, collaborative relations stem from teachers' respect for the 'cultural, linguistic, imaginative, and intellectual resources that children bring to school', and their willingness to incorporate these into the classroom (Foote, 2020). Thus, the teacher could fully explain the materials and helped the students learn over the classroom session.

The second element is the frequency of communication. Communication between the teacher and students occurred throughout the teaching and learning process. The teacher began the lesson by demonstrating prayer sign language. When explaining materials in class, SLB teachers in Lombok, NTB are classified as highly literate teachers who use sign language as a medium of communication in schools. The teachers described the material in written language and gave examples of sign language for each word written and studied during the lesson. Apart from that, the teacher also tried to approach the students one by one in their seats. Teachers gave examples of sign language and showed each student the form of pronunciation. Even though they cannot hear, the teacher still provided verbal examples of the words or sentences spoken. This method also allows students to feel how a sound comes out and feels vibration. The teachers also put students' hands around the teacher's neck. Providing a mirror is also accompanied when saying a word or a sentence. They directly see how the mouth is open when saying something.

Content

Additionally, the teachers of the special needs elementary schools in Lombok followed the lesson plan precisely and addressed students in a structured way such as learning materials, learning instructions, assignments, and evaluation. This phenomena automatically made students respond well to learning. The reactions of students who were thought to be highly engaged in their classroom. Even though teachers occasionally spoke one way to express specific ideas, students can comprehend learning and mastered sign language well and looked happy to pass the stages of learning.

Students' tasks and may also be given to evaluate students' learning skill. For instance in SLB 1 West Lombok, when teaching different body parts. signs and illustrations of the body revealed the students' various materials. The teacher asked the class to cut off and put the pictures. Teachers praised and commenced students' work and fully appreciated all the things made. Modification of instructions is the way of guiding students' language development especially those with different abilities like hearing and autism. Each child's achievements are unique, even if the materials are the same. Although they don't impose learning markers, teachers can better recognize their pupils' potential. Students who cut less neatly are corrected by showing them again and by going around each student's desk to examine each student's work individually,

In the meantime, the second SLB's learning process employed a more practical approach. The teacher introduced words to the deaf students through visual media and paper cuts. With the use of this media, children seem engaged and eager to complete all of the teacher's assignments. Teachers adopted the quiz approach in the third SLB, but students were encouraged to learn while playing to recall vocabulary. When answering questions from the teacher, students raised their hands and tapped the table happily.

Materials explanation is about clothes, colors, and books. The teachers' instructions were about asking the students' to show the sign languages of the books, clothes, and colors. In the next days, teachers asked the students to make simple sentences, such as:

Baju saya warna biru. - My clothes are blue.

Teachers' corrections were also given to students when they put the wrong colors. Teachers also assisted the students with various backgrounds and abilities like autism students, deaf, slow learners, and mental disorders. Teacher also gave rewards and praised the students who could complete the task well. Teachers require a system of rewards and penalties. When rewards and penalties are in place, students will behave better, refrain from repeating bad behavior, and show greater enthusiasm for learning new skills that will help them achieve even more (Novitasari, 2019).

Students Response and Students Attitude

However, classroom conditions sometimes did not support the learning process especially when the students could not create whole sentences in speaking with friends. Kindergarten students also learned in the same classroom as grade 1, 2 and 3 but they often cried during teaching. Because of this condition, the classroom was not conducive. Limited teachers could also become the learning obstacles since the students have multiple disabilities and need more concern.

Students responded in different ways to the lessons that the teacher taught. Students in SLB 1 reacted quite actively and responsively to what they learned. Nonetheless, The teacher still used one-way communication since they controlled whether the materials were sent to the students effectively.

However, students responded to learning in the third SLB actively. This could be seen from the students' interests when the teacher asked about the material taught, the students raised their hands and answered the teacher's questions using sign language. If there was an error in using sign language, the teacher corrected the signs used by the student and held the student's hand and gave examples of the codes used patiently.

Supporting and Opposing Factors of the Communication Pattern in Special Needs Schools in Lombok, West Nusa Tenggara, Indonesia

Supporting Factors

The active participation of parents should be the final consideration. The most crucial thing that influences a student's learning improvement may be the parents. Moreover, the parents' support has a more significant impact on the student's personal attitude. The parents of students in SLB 1 Mataram have their own chance to speak and consult with the teacher to trace the students' learning development in school. WhatsApp groups were the media for students and parents to communicate and share students' learning achievements. The teacher even directly addressed concerns about the sign language taught at school that the parents did not understand, and vice versa. Teachers and parents obtained greatly from that powerful synergy. The interviews confirmed that technology, especially handphones, was also an alternative for students to create positive interactions with friends. As a result, the way deaf students learned at SLB 1 Mataram demonstrated that the sign language they carried to class, which was developed and supervised by teachers, was also sign language that they raised at home with their parents, allowing them to gain a basic understanding of word signs they began at home. Research within educational psychology suggests that the effects of learning are strongly influenced by the individual's current knowledge (Smith & Storrs, 2023).

Teaching abstract ideas, such as religion, is still considered difficult for teachers in SLB 1 and 2. Teaching abstract things requires more extra explanations so that students can understand the concept of a word. In SLB 1, for example, environmental disturbances (three groups combined into one class, so it was not conducive). Students had not mastered how to form sentences when delivering messages to teachers. More simple means of communication is needed in this way. For class 1, there were emotional obstacles for kindergarten students who cried over the classroom. The teachers at this school are limited. At SLB 2 Mataram, several students could not control their emotions, so they disturbed other students and often came in and out of the classroom. Students with multiple disabilities have difficulties in following the learning material. Meanwhile, at SLB 3, the classroom consisted of students in grades 5 and 6 (slow learners) whose abilities were classified as lower graders. However, the teacher could manage the classroom effectively and was seen as a wonderful challenge. This is not a barrier that the teacher creates. But she presented it as a unique thing that must be overcome. In SLB 3 West Lombok, teachers assist deaf students in reading exercises with an approach tailored to their individual needs, such as those who are both deaf and autistic. These deaf autistic students enjoy drawing during class hours. The teacher allows these deaf students to immerse themselves in their activities, and once they show readiness to engage in learning, the teacher guides them to resume their studies at their own pace. Meanwhile, the use of media such as mirrors and tambourines are considered appropriate to meet the needs of students in training articulation by utilizing their remaining hearing abilities.

Opposing Factors

Some obstacles did not impede the teachers in teaching since the classrooms are equipped with complete learning media so that students could play and learn happily. Everything that may be applied to transmit information from the sender to the recipient in order to stimulate students' ideas, feelings, attention, interests, and desires in order to facilitate successful learning is considered learning media (Tohidi et al., 2021). Tohidi (2021) also states that the learning media have the important thing in increasing students' interest in learning. Relevant to this, media and technology are interrelated and help facilitate learning to be more relevant and reliable (Maulina et al., 2022). As a result, learning resources that are suited to the needs of students with disabilities, particularly those who are deaf, may involve using videos that have transcripts of conversations and images sequences in which students are asked to identify objects and visualize previously learned vocabulary. Everything that is accomplished during the teaching process is because the teachers are aware of the students characteristics and needs.

Several factors that impede communication can be explained in the following ways. The awareness of parents to send their children to school is the first and most significant barrier to learning for deaf. This factor is intimately linked to the social, cultural, educational, and economic conditions of the Lombok people. Not all parents of deaf children understand how important education is to their children's ability to communicate. The social and economic levels as well as the poor quality of community education are some of the effects resulting from the effective surroundings. For instance, West Lombok Regency's economic and educational levels are insufficient, per BPS data for 2022 (BPS Lombok Barat, 2022). This will have an indirect impact on people's perceptions of how important education is for deaf children. Parents' attitudes toward their children's education will be influenced by the general public's lack of understanding of the value of education for the deaf. Based on the data, most parents of special needs schools in west lombok region consider the deaf children a disgrace so they do not send the students to school or even ask other families to care for the deaf children. Teaching students with multiple disabilities presents different difficulties for teachers. SLBN 1 Mataram, SLBN 2 Mataram, and SLBN 1 West Lombok were the three SLBs that served as the study's fo Students with multiple disabilities were found in classes 1, 2, and 3. In addition to being deaf, they are also sluggish learners and autistic. Teachers of students with various disabilities must possess specialized knowledge and patience to support their learning and communication. Teaching students to learn "regularly" is the first task that teachers face. When children from different grade levels are placed in the same class, it creates more obstacles for teachers to teach students with multiple disabilities.

Another barrier to learning for teachers in the early grades is the government regulation regarding the SIBI implementation in special needs schools. This is because most children have a variety of basic communication patterns based on their environment and family. Another issue is that the SIBI communication pattern does not always "cover" regionally specific vocabulary in some languages. Teachers avoid this by using standard terminology in their teaching, which include directions for official ceremonies, necessary songs, and other subjects. They use SIBI communication patterns to accomplish these situations.

Table 1 presents the summary of teacher and student communication patterns during classroom teaching and learning process in the three special needs schools in Lombok, West Nusa Tenggara, Indonesia.

Table 1 Communication Patterns between Teachers and Students in Early Grade SDLB

Indicator	Schools		
	SLB 1 Mataram	SLB 2 Mataram	SLB 1 Lombok Barat
	Observation Results		
Type of Communication	The teacher uses visual aid to draw students' characteristics and pronounce the words in the pictures.	The teacher uses SIBI to teach students and ask students to practice pronunciation	The teacher uses miming and mirror in teaching pronunciation.
Frequency of communication	The highest frequency of communication mostly in grades 2 and 3.	The highest frequency of communication in grades 1 and 2. The teacher explains materials and assists each student patiently.	The highest frequency of communication for all students. The teacher always communicates with all students and creates a two-way communication pattern.
Content	The students learning materials, learning instructions, assignments, and evaluation	The students learning materials, learning instructions, assignments, and evaluation	The students learning materials, learning instructions, assignments, and evaluation, and building rapport with the students.
Students' responses	Students' responses are quite active, although the teacher uses a one-way communication pattern.	Students' responses are highly active as the teacher makes a good rapport with the students and assists them one by one.	Students' responses are highly active, and they are involved in the teaching and learning method.
Opposing factors	<p>Classroom conditions do not support the learning process.</p> <p>Students may not be able to create whole sentences when making interaction with friends.</p> <p>Kindergarten students also learn in the same classroom as grade 1, 2 and 3 but they often cry over the classroom session.</p> <p>Limited number of teachers who handle various students in the classroom.</p>	<p>Some students can not control their emotions and they often come in and out of the classroom.</p> <p>Students with multiple disabilities find their difficulties in the learning process.</p>	<p>Teacher also merges the students from grade 1, 2 and 3 with students from higher classes (grade 5 and 6) who can not perform their learning results maximally. However, the teacher insists on giving special treatment to students from the higher grades.</p>
Supporting factors	<p>Classrooms are equipped with complete learning media so that students can play and learn happily.</p> <p>Teachers are able to treat students appropriately since they are aware of their students' background and situations.</p>	<p>Teachers are aware of each students' distinct circumstances and can recommend the best approach to practice.</p> <p>Students can benefit from visual aids to better understand the subject matter.</p> <p>Because the school's rooms and grounds are large, students can explore a variety of areas.</p>	<p>Because they are familiar with their students' circumstances and are close to them, teachers create a positive learning environment in the classroom.</p> <p>Mirrors and tambourines are two examples of media that can support students' learning.</p>
Parents' role	<p>Parents have their own chance to speak and consult with the teacher in order to trace the students' learning development</p> <p>Handphones are also an alternative for students to create positive interaction with parents.</p> <p>whatsapp group is a media for students and parents to communicate and share students' learning achievement .</p>	<p>Some parents wait for the children in front of the classroom, so they can help the teacher when the children get tantrums.</p> <p>Parents also can not master sign language as a whole but they can communicate with the children by using natural language made together at home.</p>	<p>Some students get support from their parents in doing homework. This influences their learning development by assigning homework that can help parents support their children's learning at home, teachers encourage parents to take an active role in their children's education. The teacher will then contact the parents in the student's parent WhatsApp group.</p>

Students' attitude	Students tend to be happy in the classroom when studying and communicating with their friends	Although some students can not focus on the materials well, they can obtain the materials well and they can repeat and apply the materials given in their own daily activity. Each student can also help each other and understand the materials comprehensively.	Students learn actively and happily in the classroom. Some students often come in and out of the classroom but the teacher can manage the students and deliver the materials well.
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The table above shows the handling of deaf students from all three schools. However, the uniqueness of handling deaf students is very visible in Special Needs Elementary School 1, West Lombok. The characteristics of deaf students in the school are very diverse and the handling is carried out by one teacher by adjusting the needs of each student. The teaching media used by teachers is also very varied, such as the use of mirrors and tambourines. This is very effective in the teaching and learning process and improves students' communication skills.

CONCLUSION

Students in the three special schools in Lombok, NTB, employ *SIBI* and *Bisindo* sign language as classroom communication media. Total communication is a pattern of communication that combines verbal and nonverbal communication. Teachers can act as wonderful role models. Therefore, in general, deaf pupils can understand learning well. When the teacher provides content outside the classroom, students can react to it excitedly. Even though SLB teachers in West Lombok work with students with various difficulties, they have patiently educated their students. . The form of total communication was found by using supporting media which is a supporting factor for the success of deaf students as happened in SLB 1 West Lombok. Although the teachers do not view this as a barrier to learning, they acknowledge that it is difficult for them to communicate with and teach deaf students effectively.

One of the most crucial factors in helping deaf students develop their language skills and improve their communication skills is the role that parents play. To comprehend the signs that children use, parents and teachers must work well together. More than that, one of the most supporting factors is parents' knowledge of the importance of giving their deaf children the right education. In this instance, people are the primary determinant of whether children with hearing impairments are granted full rights in the educational system, enabling them to fully develop and realize their potential.

DISCLOSURE STATEMENT

The writers affirm that they have not disclosed any possible contradictions of interest.

FUNDING DETAILS

There is no funding support from any agency or organization.

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