

## **Virtual Learning Of Deaf Students: We Miss Pupils, We Hate Covid19**

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**Abstract:** The advent of Covid-19 seems to create limitations in everyday life. Many things had to be restricted and restrained because of the threat of artistic creatures invisible to the naked eye. Our hustle and bustle in living a life full of these SOPs makes us sometimes creative, sometimes lost cause. All aspects lose authority. Including the most important thing which is education. Discussion is devoted to special education. Many of the students with special needs (MBK) are left behind in receiving knowledge because they cannot go to school for a long time due to the movement control order (PKP). This qualitative study was conducted to examine the perceptions, feelings and expectations of special education teachers with hearing problems on this condition. The majority of them expressed their longing for the implementation of teaching and learning (PDP) as usual in the physical classroom. The results of this study are expected to provide an overview of the situation that occurred in the world of special education when this pandemic hit.

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**Keywords:** Covid 19 pandemic, special education, special needs student, deaf student, knowledge delivery

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### **INTRODUCTION**

As an observer and academic practitioner, my heart longs to meet the students face to face again at school. Laughter sharing stories and no less teasing and mischief of students with special needs (MBK). It is sad and heartbreaking to think of their learning situation as well as the rather vague outline of the future (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021 ; Ashari et al., 2021). It is difficult to imagine how students as young as pre-school and year 1 who are new to know the basics of knowledge. As a special education teacher, my heart is very worried about students with special needs (MBK) related to their learning. Perhaps the question of virtual learning and learning at home has often been talked about and argued in various mediums. Special education has 3 main categories namely vision problems, hearing problems and learning problems. They all have their own set in their journey of seeking knowledge during the pandemic phase as well as the movement control order (PKP).

### **PROBLEM STATEMENT**

Already many scholars have commented on the effectiveness of Teaching and Learning at Home (PDPr). However, I am more interested in detailing the complaint on MBK hearing problems. With the medium of Malaysian sign language (BIM) as a medium of communication and knowledge delivery, this pandemic situation is very tiring (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). Not only to the teachers, but also felt by the hearing MBK and their parents. Quoting the words of a teacher's friend, even face-to-face gestures sometimes restrict students' understanding, while virtual gestures are sometimes interrupted by poor internet access (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; Een et al., 2021; Yusaini et al., 2021). But I believe, our teachers are very creative in conveying the container of knowledge. It is my sincere hope that MBKs with hearing problems can get adequate benefits despite the pandemic and PKP being an obstacle. The dilemma will probably come to an end later, because no matter who the teacher is, we all miss the students.

### **METHODOLOGY**

This study uses a fully qualitative approach in the data collection process. A total of 15 special education teachers were involved in the interview sessions conducted. All respondents are currently serving in the state of Johor. The interviews were recorded and transcribed before the thematic analysis was conducted. The themes obtained were used as the findings of this study related to their longing and feelings towards the teaching of auditory MBK when the pandemic phase of Covid 19 struck.

### **FINDINGS**

As a result of the thematic analysis conducted, there are seven things that are missed by teachers involved in the teaching and learning of listening MBK in schools when PKP is implemented, namely classroom conditions, physical PDP atmosphere, MBK attitudes, exercise books, physical education classes, sign language and eat with MBK hearing disabilities. A summary of the findings is as shown in Table 1.

Table 1: Things missed by special education teachers for hearing problems during the implementation of PKP to break the Covid 19 pandemic

<i>Respondents</i>	<i>Aspects</i>						
	classroom conditions	physical PDP atmosphere	MBK Attitudes	exercise books	physical education classes	sign language	eat with MBK
<i>G1</i>	X	/	/	/	X	/	X
<i>G2</i>	/	/	/	/	X	/	X
<i>G3</i>	/	/	/	/	X	/	X
<i>G4</i>	/	/	/	X	X	/	/
<i>G5</i>	/	/	/	X	X	/	X
<i>G6</i>	X	/	/	X	/	/	/
<i>G7</i>	X	/	/	X	/	/	/
<i>G8</i>	X	/	/	X	X	/	/
<i>G9</i>	X	/	/	X	/	/	/
<i>G10</i>	X	/	X	X	X	/	X
<i>G11</i>	/	/	X	X	/	/	/
<i>G12</i>	/	/	X	X	/	/	/
<i>G13</i>	/	/	X	X	/	/	/
<i>G14</i>	X	/	X	/	X	/	/
<i>G15</i>	/	/	/	x	/	/	X
<b>Total</b>	<b>8</b>	<b>15</b>	<b>11</b>	<b>4</b>	<b>7</b>	<b>15</b>	<b>9</b>

Based on the findings of this study, two aspects are the main longing of teachers, namely the physical environment of PDP and sign language. Each recorded 15 responses. This suggests that, the teachers involved are more comfortable to carry out teaching in face-to-face situations because they use sign language. As you know, sign language is a medium of communication that is completely visual and must be seen. Followed by longing for delinquency and MBK behavior. Although sometimes such things create stress among teachers, but there is no denying, their behavior is also sincere entertainment. Next is the longing for the memory of eating with MBK at school. This longing occurs because most of the schools that house hearing MBKs are small in size and do not have canteens. This situation requires students to bring their own food or provided directly by the school and teachers. As such, dining sessions together are always special moments.

The fifth item was the class situation, in which eight respondents provided feedback. This again shows that, physical and face -to -face learning is very much a teacher’s choice. The sixth item was the physical education class which recorded seven responses. This thing becomes a longing because the auditory MBK is very active in something that involves visual and physical, as opposed to verbal things. This makes the class always lively and active when it comes to physical education. The last thing that teachers who teach hearing MBK miss is the student exercise book. This is because, throughout online learning, no physical books are involved in performing assignments as well as assessments.

**DISCUSSION**

The findings of this study give a picture only on the tiredness of teachers, also note the seriousness of parents. Some of the Hearing MBK parents I know are very committed in the learning of these special children. Those who can afford it, can buy gadgets for children. The less able, can share. Whatever the restraints, parents are well committed. I salute. In the heart of thinking, parents work at home while taking over the struggles of teachers at school. Some of them are limited in their ability to explain the content of the lesson to children. Probably due to poor command of Sign Language as well as the need for related topics. Nevertheless, whether teachers or parents, we are all fighting for the future of MBK hearing problems.

Even so, such a presentation is still not as perfect as the presentation of learning in the classroom face to face. MBK hearing impairment is limited not only verbally, but may even transcend emotions. Similarly, teachers who are dissatisfied in delivering learning content. As if holding back a rage. It also feels like an error

if MBK with hearing problems does not get the right knowledge. Deep in the corners of our hearts, we all want to return the memory with MBK hearing problems in the classroom immediately linked.

## CONCLUSION

There are also teachers who buy related learning content and syllabus that need to be followed by the hearing MBK. All of them are the same as the primary students except for certain subjects. The same goes for their assessment. The length of the argument if the topic is discussed. No matter what happens, the shackles that close and the trials that lie ahead, teachers and parents of MBK hearing problems must always be united in their determination to provide the best service in the transmission of knowledge. Whatever the obstacles, whatever the constraints, remember that special is always for special. Our groans did not sound, but our determination never stopped.

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