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Interest of Students with Hearing Obstacles to Continue Education to College

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ABSTRACTS

To gain higher education is the right of all people without exception, including children with hearing impairment. Interest factor becomes very important to fulfill their hope to continue education of higher education. Therefore, this research aimed to know (1) students with hearing impairment interest to continue education of higher education, (2) Factors that influence students with hearing impairment interest to continue education of higher education. This research used qualitative approach with descriptive method. Data collecting technique did by interview and documentary study. This research result showed that from four subjects researched there are two subjects of SMALB special school BC YP Al-Azhar Leuwimunding that interest to continue education of higher education, this case can be seen from the happiness and interested to study subjects such as cosmetology and the art of dance that based on the subject's dreams. Furthermore, the subject's interest to continue of higher education caused by internal factor such as motivation inside subject.

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1. INTRODUCTION

Education is all learning experiences that take place in all environmental conditions and throughout life and affect individual growth. Formal education is divided into several levels, according to Law no. 20 of 2003 Chapter I, article 1 paragraph 8 says that the level of formal education consists of basic education, secondary education, and higher education. Higher Education is a level of education after secondary education which includes diploma, bachelor, master, specialist, and doctoral education programs organized by higher education.

The problems faced by children with hearing impairment are not only in primary education to high school education, but also post-high school education. Formally, access to non-discriminatory education for persons with disabilities is guaranteed by Law Number 20 of 2003 concerning the National Education System and Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education. This policy allows persons with disabilities to access education together with general students, according to the abilities of persons with disabilities. In Indonesia, inclusive education has been implemented at all levels of education, from Early Childhood Education to Higher Education. The more open access to education for people with disabilities, the wider the opportunities for people with disabilities after high school to continue their education to higher education.

Tarsidi, (2012) the provision of higher education opportunities for persons with disabilities in Indonesia has been started since at least the 1960s but the provision of these opportunities is almost without system support. However, at this time universities are more concerned with people with disabilities who continue to college to be able to study like other non-disabled students.

However, in reality, very few children with hearing impairment continue their education to higher education, as stated by the Central Statistics Agency (BPS) that in 2018 only 5.48 percent of people with disabilities were still in school, the lowest School Participation Rate (APS) occurred in the age group of 19-24 years, namely 12.96% for persons with disabilities, and 24.53% for persons without disabilities and in 2019 only 2.8% of persons with disabilities graduated from college. This figure is quite far when compared to non-disabled who reached 9.48% in completing college.

From the data from the Central Statistics Agency above, it shows that there are still very few persons with disabilities, including children with hearing impairments, who continue their education to college. In fact, children with hearing impairments have the same rights and opportunities to continue their education to college. Along with the times and science, education is not enough to stop at the secondary level, it needs to be continued to higher education. With disabilities taking the highest possible education, job opportunities will also open by itself.

The interest factor is very important to meet their expectations of continuing their education to college, because if something is based on an interest, someone will be motivated in these activities. The interest of students to continue their education to higher education needs to be known by both the teacher and the students themselves, considering that this interest directs students to make choices in determining their future. Based on the description above, it is possible that research on "Interest of Students with Barriers to Continuing Education to Higher Education" is important and interesting to carry out.

2. METHODS

This study uses a qualitative approach with a descriptive method. This study reveals how the interest of students with hearing impairment to continue their education to college and the factors behind it. Then produce descriptive data from the information obtained from the research subject. The subjects in this study were students with hearing impairment in class XII at special school BC YP Al-Azhar Leuwimunding, then there were students' parents and teachers as supporting informants. Data collection techniques in this study through interviews and documentation studies.

The data analysis carried out in this study was a qualitative data analysis of the Miles and Huberman model, through three stages, namely: data reduction, data analysis, and conclusions. In this study, the validity of the data was carried out by technical triangulation. States that the triangulation of techniques to test the credibility of the data is done by checking the data to the same source with different techniques. For example, data obtained by interviewing, then checked by observation, documentation, or questionnaires. The data obtained from the interviews were checked again with the data obtained from the results of the documentation study.

3. RESULTS AND DISCUSSION

Observations, documentation, or questionnaires. [Setiaji & Rachmawati, \(2017\)](#) In this study, the data obtained from the interviews were rechecked with the data obtained from the results of the documentation study. Results and Discussion In the previous chapter discussing interest. Meanwhile, according to Gunarso ([Hendarsono & Sugiharto, 2013](#)), meaning that interest is something personal and related to attitudes, individuals who are interested in an object will have the strength or encouragement to carry out a series of behaviors to approach or get the object.

Special school BC YP Al-Azhar students are given the freedom to choose after graduating from high school to continue their education to college or work, students are free to choose according to their interests. The results of this study, there are two subjects who are interested in continuing their education to higher education, namely R and J. Their interest in continuing their education to higher education can be seen from the description of interests or characteristics of interest, as expressed by Slameto namely: a) liking, b) attentive, and c) participation in an activity/activity.

In this study, the subject has feelings of liking for an activity compared to other activities, R likes make-up and J likes dance. From this hobby, they are interested in continuing their education to college. When someone has an interest in something, they usually feel happy when they get information related to their interest. As is the case with subjects who have an interest in continuing their education to college, they are happy when they get information about college from their teacher.

In addition to feeling happy, someone will pay attention when there is information related to their interests, attention is the concentration or concentration of individuals on an object or activity, and someone will look for information related to their interests in depth. The subject is very concerned when the teacher gives information about universities and then looks for other information about universities from the internet, as did R, even though he only looks at universities in Indonesia without looking for more in-depth information about these universities.

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In addition to the above, a person will pursue an activity that he likes and is interested in, in research, the subject participates in an activity that is in accordance with his hobby, namely participating in make-up and dance activities at school, as well as outside school such as practicing at home and participating in competitions.

In addition to the above characteristics, interest is also influenced by two factors, namely internal factors and external factors as stated. Namely: internal factors that can influence interest are divided into two, namely motivation and ideals. Students who are interested in a particular field tend to be interested in their attention so that their motivation arises to study the field of study. Subjects have high motivation with the spirit of learning to be able to continue their education to college.

In addition to high motivation, the ideals factor can also be taken into consideration whether or not the interest in continuing their education to college is high. Ideals are what a person wants to become in the future. The existence of ideals that someone has will encourage children to have more interest in a particular object to achieve something he aspires to. Revealed that "in terms of learning, reinforcement with rewards or punishments will be able to change desires into wills, and wills into ideals. Dreams can last a very long time, even a lifetime." Like the subject R who aspires to be a bridal make-up and wants to continue his education to college to achieve his goals. R also thinks that if he goes to college, he will continue to study makeup with his friends and teachers, so that he will deepen his knowledge and achieve his goals.

In addition to the internal factors above, external factors can also affect the interest of students with hearing impairments to continue their education to college. Internal factors that can influence interest are divided into five, namely: the role of social partners, the role of the mass media, the role of the family, the role of the teacher, and the role of the school.

Ihsan (2010) revealed that in the context of national education, the role of the family as the first educational institution for children is very important. The role of the family is mainly in inculcating attitudes, life values, developing talents and interests as well as developing talent and personality. Families, especially parents, also have a great influence on children with hearing impairments in their education. Parents exert influence on children with hearing impairments in making decisions whether children with hearing impairments will continue their education to college or not. The subject gets strong support from his parents, his parents always encourage him to study hard so he can get good grades and can continue his education to college, R's parents want to send R to college because R's parents want to prove that R can college like any other child, and even R can succeed more than other children in general.

In addition to the influence of parents, social friends also have an influence on interest in continuing their education to college. As we know the influence of social friends can quickly enter the soul of students. For example, if a friend likes dance, then his friend will influence him to like dance. R and J like to talk with their peers about college, even J is interested in continuing their education to college because J has friends who are already in college.

In addition to the role of family and peers, the role of the teacher also has an influence on the interest in continuing education to college. As we know the role of the teacher as an

educator is very important in the education of children in the future because the education process for students in schools is the responsibility of the teacher. A teacher in the educational process can provide motivation and encouragement to students in growing their interest. In this study, BC YP Al-Azhar special school teacher gave an example that people with disabilities in general can continue their education to college. This can give knowledge to R and J that they have the opportunity to continue their education to college, besides this information makes R and J motivated to develop their interests.

Schools also play a role in influencing students' interest in continuing their education to higher education, including, schools can provide socialization both to students themselves and to parents about universities, and cooperative relationships with several universities will also have an effect on providing information to students. However, in this study, schools have not provided in-depth socialization or information about universities or become facilitators between students and universities.

In addition to some of the external factors above, the mass media also has little influence on the interest of students to continue their education to college, the mass media, both electronic and print, can provide various kinds of information to the community, one of which is information on how important education is and can also provide information to the public. information on various universities in Indonesia. This information can be used as a reference for someone in choosing a college. However, in this study, the subject did not use the mass media to seek more in-depth information about universities.

So, from the explanation above, it can be seen that there are two students who are interested in continuing their education to college. In this case, internal factors and external factors can play an important role in the interest of students with hearing impairments to continue their education to higher education. 1) Of the four students, there are two students with hearing impairments at special school BC YP Al-Azhar Leuwimunding who are interested in continuing their education to college. Feelings of pleasure and interest in something influence the decision-making process of subjects interested in continuing their education to higher education in certain fields/departments such as cosmetology. Both students feel happy and pay attention when they get information about universities. (2) The factors behind the interest of students with hearing impairment to continue their education to higher education are: (a) Internal factors. (b) External Factors. In addition, the role of the teacher can be the background for the interest of students to continue their education to higher education, in this study the teacher gave the spirit of learning to the students and the teacher also gave an example that people with disabilities could continue their education to college.

The role of the school towards students who are interested in continuing their education to higher education in this study is that the school has a skill program that is in accordance with the hobbies of students as a provision to continue their education to college. However, schools have not provided socialization or in-depth information about universities, nor have schools been able to become liaisons between students and universities. For external factors, the mass media is quite important to the interest of students to continue their education to higher education, because through mobile mass media students look for universities in Indonesia even though they do not seek further information about these universities. External factors of peers can be behind the interest of students with hearing impairments to continue their education to college, they talk about college, even J is interested in continuing his education to college because he sees his friends who are in college.

4. CONCLUSION

Based on the results of research on the interests of students with hearing impairments to continue their education to higher education, it can be concluded as follows: (1) Of the four students, there are two students with hearing impairments at special school BC YP Al-Azhar Leuwimunding interested in continuing their education to higher education. Feelings of pleasure and interest in something influence the decision-making process of subjects interested in continuing their education to higher education in certain fields/departments such as cosmetology. Both students feel happy and pay attention when they get information about universities. (2) The factors behind the interest of students with hearing impairment to continue their education to higher education are: (a) Internal factors. (b) External Factors. In addition, the teacher's role can be the background for students' interest in continuing their education to higher education, in this research, the teacher gives the spirit of learning to the students and the teacher also gives an example that people with disabilities can continue their education to college.

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5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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