BENGKALOS INKLIUZINĖS MOKYKLOS MOKINIŲ, TURINČIŲ KLAUSOS SUTRIKIMĄ, PATIRIAMA RIZIKA IR JŲ ATSPARUMAS

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Anotacija

Šis fenomenologinis tyrimas aprašo Bengkalos (Balis, Indonezija) inkliuzinės mokyklos mokinių, turinčių klausos sutrikimą, patiriamą riziką ir jų atsparumo šaltinius. Duomenys buvo gauti iš keturių mokinių, turinčių klausos sutrikimą, ir su jais susijusių informantų pasitelkiant pusiau struktūruotą giluminį interviu ir stebėjimą. Analizė buvo atliekama taikant fenomenologinę tyrimo strategiją. Tyrimo rezultatai rodo, jog (1) egzistuoja trys svarbūs rizikos faktoriai – skurdas šeimoje, mokinio sunkumai suprantant žodinę kalbą bei mokymosi medžiagą ir mokinio emocijų sutrikimas; (2) penki asmeniniai atsparumo šaltiniai, tokie kaip savarankiškumas, bendradarbiavimo įgūdžiai, talentai ar specialieji gebėjimai, dėkingumas ir pozityvi viltis; (3) keturi socialinės paramos atsparumo šaltiniai – šeima, mokykla, bendraamžiai ir bendruomenė. Šiame tyrime taip pat svarstoma, kaip geriau prisidėti prie vaikų, turinčių klausos sutrikimą ir besimokančių inkliuzinėje mokykloje, sėkmingos psichologinės bei socialinės raidos ir mokymosi pasiekimų.

Esminiai žodžiai: *rizika ir atsparumas; mokinys, turintis klausos sutrikimą; inkliuzinė mokykla; socialinė parama; psichologinis atsparumas; kurčiųjų ugdymas.*

Įvadas

Švietimo apžvalgininkams ir suinteresuotiesiems asmenims visame pasaulyje labai aktualus yra vaikų, turinčių specialiųjų poreikių, ugdymas (Alothman, 2014; Tiwari, Das ir Sharma, 2015). Pasaulinė specialiojo ugdymo konferencija, vykusi Salamankoje (Ispanija) 1994 m. birželio mėnesį, tapo vienu iš svarbiausių inkliuzinio ugdymo renginių. Konferencijoje dalyvavę 92 vyriausybių ir 25 tarptautinių organizacijų atstovai patvirtino dinamišką naują deklaraciją dėl visų vaikų, turinčių negalią, ugdymo siekiant inkliuzijos. Be to, konferencijoje

buvo priimta nauja veiksmų programa, kurios pagrindinis principas yra tai, kad bendrojo ugdymo mokyklos turi priimti visus vaikus, nepaisant fizinių, protinių, socialinių, emocinių, lingvistinių ar kitų veiksnių (UNESCO, 1994).

Programoje teigiama, kad bet kurios švietimo politikos uždavinys yra sudaryti sąlygas vaikams, turintiems negalią, lankyti tą mokyklą, kurią jie lankytų, jei neturėtų negalios. Salamankos deklaracija dėl inkliuzinio ugdymo (UNESCO, 1994) ir kitos pasaulio edukacinės konvencijos kviečia Jungtinių Tautų organizacijos narius įgyvendinti švietimą visiems (Education for All/EFA), suteikiant išsilavinimo galimybę kiekvienai bendruomenei nė vienos nediskriminuojant, taip pat įdiegiant inkliuzinį ugdymą siekiant panaikinti kliūtis vaikams, turintiems specialiųjų poreikių, ugdytis bendrojo ugdymo mokyklose kartu su įprastos raidos vaikais.

Atsakydama į Salamankos deklaraciją, Indonezijos vyriausybė išleido naują vyriausybės reglamentą ir pradėjo vykdyti inkliuzinio ugdymo įdiegimo paramos politiką šalyje. Pirmoji nacionalinė konferencija dėl inkliuzinio ugdymo Indonezijoje buvo surengta 2004 metais, joje buvo paskelbta Bandungo deklaracija (*Deklarasi Bandung*), kurioje Indonezijos švietimo apžvalgininkai išreiškė paramą inkliuzinio ugdymo diegimui (Bandung Declaration, 2004). Kai kuriose šalyse inkliuziniam ugdymui skiriamas ypatingas dėmesys (Ballard, 1999; Salvia, Ysseldyke, & Witmer, 2012), jis laikomas būdu padėti vaikams, turintiems negalią, valstybinėje edukacinėje aplinkoje ar valstybinėse mokyklose (Florian, Rouse, & Black-Hawkins, 2016; Fulcher, 2015). Tarptautiniu mastu inkliuzinės prieigos dėka palaikoma ir priimama mokinių įvairovė (UNESCO, 2001). Indonezijos vyriausybės politikos kontekste inkliuzinis ugdymas yra ugdymo sistema, suteikianti galimybę visiems mokiniams, turintiems specialiųjų ugdymosi poreikių, taip pat išskirtinį intelektą ir (ar) talentą, kuri padeda jiems ugdytis ir mokytis edukacinėje aplinkoje kartu su bendrojo ugdymo mokyklos mokiniais (Indonezijos Respublikos švietimo ministerija, 2009). Valstybinės mokyklos Indonezijoje turi padaryti išvadas, kad inkliuzinio ugdymo teikėjai privalo pritaikyti tam ugdymo turinį, įrangą ir infrastruktūrą, taip pat plėtoti ugdymosi sistemas, pritaikytas mokiniams, turintiems specialiųjų poreikių.

Kai kurie autoriai ir specialiojo ugdymo apžvalgininkai argumentuoja, kad visuotinai priimtame specialiojo ugdymo modelyje dominuoja individuali prieiga (Reindal, 2008). Socialinės negalios (Oliver, 1983; 2013) ar „socialinių santykių negalios" (Reindal, 2008) modelis inkliuzinio ugdymo programose yra tinkamesnis kovojant su vaikų, turinčių specialiųjų poreikių, diskriminacija. Socialinės negalios modelio idėja kyla iš Esminių negalios principų dokumento, pirmą kartą išleisto XX a. 8 dešimtmečio viduryje (UPIAS 1976, cit. Oliver, 2013), kuriame teigiama, kad mus žaloja ne negalia, bet luošinantys barjerai, su kuriais susiduriama visuomenėje. Vaiko, turinčio specialiųjų poreikių, mo-

kymasis inkliuzinėje mokykloje reiškia ribos tarp vaikų, turinčių ir neturinčių specialiųjų poreikių, panaikinimą.

Ankstesnių tyrimų rezultatai rodo, kad inkliuzinio ugdymo administravimas Indonezijoje reikalauja daug dėmesio. Sunardi ir Sunaryo (2011) užfiksavo, jog inkliuzinio ugdymo įdiegimas jų šalyje patyrė kokybės nuosmukius. Todėl būtinas didesnis vyriausybės dėmesys, mokytojų atsidavimas ir bendruomenės parama. Mudjito, Hrizal ir Elfindri (2012) rašė, kad inkliuzinių mokyklų skaičius Indonezijoje vis dar yra nepakankamas lyginant su vaikų, turinčių specialiųjų poreikių, skaičiumi. Sunardi, Gunarhadi ir Yeager (2011) pažymėjo, kad kai kurioms inkliuzinėms mokykloms nepavyko pritaikyti mokymo programos ar patalpų ugdymo procesui, meninės bei sportinės veiklos, taip pat profesinio ugdymo vaikams, turintiems specialiųjų poreikių. Tarnoto atliktas tyrimas (2016) rodo, kad problemos, kurias patiria inkliuzinė mokykla, yra šios: nepakankama mokytojų kompetencija, susijusi su vaikų, turinčių specialiųjų poreikių, mokymosi procesu, tėvų rūpinimosi stoka, paramos iš socialinių institucijų, vyriausybės ir atitinkamų specialistų inkliuzinėje mokykloje trūkumas.

Vaikai, turintys klausos sutrikimą, patiria didelę diskriminaciją dėl kliūčių savo bendruomenėje (Young, Green, & Rogers, 2008). Vaikų klausos sutrikimas siejamas su psichologinės ir socioemocinės raidos kliūtimis, taip pat su negalėjimu išnaudoti viso savo potencialo (Young, Rogers, Green, & Daniels, 2011). Vaikas, turintis klausos sutrikimą, inkliuzinėje mokykloje geba labiau pajusti ir pačios visuomenės integruotą pobūdį. Tačiau kai kuriuose tyrimuose ir mokslinėje literatūroje jaučiamas švietimo praktikų ir politikų susirūpinimas dėl to, kad vaikas, turintis klausos sutrikimą, gali patirti problemų adaptuodamasis prie trukdžių ar psichologinių kliūčių inkliuzinėje mokykloje (Sari, 2007; Hallahan & Kauffman, 2004; Anita, Jones, Reed, & Kreimeyer, 2009; Anita, Reed, & Shaw, 2011).

Preliminarūs tyrimo, atlikto inkliuzinėje Bengkalos SDN 2 mokykloje (vienoje iš valstybinių pradinių mokyklų), rezultatai parodė, kad mokiniai, turintys klausos sutrikimą, šioje inkliuzinėje mokykloje būna kartu ir bendrauja su girdinčiais mokiniais. Savo unikalaus bendravimo būdo gestų kalba dėka ir padedami specialiojo asistento (mokinių, turinčių klausos sutrikimą, vertėjo) jie kartu su mokytoju ir girdinčiais mokiniais įsitraukia į klasės diskusiją.

Šios mokyklos mokiniai, turintys klausos sutrikimą, gebėjo pasiekti gerų rezultatų šokių konkurse, atletikoje, tapyboje ir kitoje veikloje. Akademinėje srityje vienos mokinės gebėjimai buvo gana geri. Pasak mokytojų, vienai mokinei, turinčiai klausos sutrikimą, patinka ir gerai sekasi matematika. Šio tyrimo rezultatai yra viena iš priežasčių teigti, kad mokiniai, turintys klausos sutrikimą, šioje inkliuzinėje mokykloje turi resursų ir stiprybių, nors ir patirdami įvairių problemų ir sunkumų dėl klausos sutrikimo. Iš rezultatų matyti, kad šiems vai-

kams, turintiems klausos sutrikimą, pavyko peržengti savo apribojimus, tokie vaikai yra atsparūs.

Bendrais bruožais *atsparumas* yra apibrėžiamas kaip gebėjimas reaguoti, apsiginti ar sėkmingai vystytis, taip pat kontroliuoti situaciją jaučiant spaudimą ar sunkumus (Bernard, 2004; Yates, Tyrell, & Masten, 2015; Rutter, 2012). Atsparūs vaikai yra tokie, kuriems pavyksta adaptuotis ir kurie greitai prisitaiko prie sunkumų ar nesėkmių (Garmezy & Streitman, 1974; Luther & Cicchetti, 2000), kurie geba mokytis, žaisti, mylėti, būti pozityvūs ir turėti ateities viltį (Bernard, 2004). Atsparumo teorija turi dvi dimensijas. Visų pirma, tai rizikos faktoriai, kurie tampa kliūtimis. Antrasis faktorius yra apsaugos faktorius, kuris prisideda prie atsparumo ugdymo (Bernard, 2004; Masten, 2014; Rutter, 2012; Zimmerman, 2013; Zolkoski & Bullock, 2012; Yates ir kt., 2015). Apsaugos ir rizikos faktoriai yra dinamiški ir svyruoja priklausomai nuo konteksto, taigi atsparumo rezultatai gali būti taip pat skirtingi (Zolkoski & Bullock, 2012). Atsparumas tampa optimalus, kai visi socioekologinio modelio apsaugos faktoriai (t. y. individas, šeima ir bendruomenė) yra sustiprinami (Bernard, 2004).

Terminas *atsparumas* mokinių, turinčių klausos sutrikimą, kontekste pabrėžia sėkmę kasdieniame gyvenime kovojant su trikdžiais, susijusiais su klausos sutrikimu, ir kitomis situacijomis, kurios trukdo, paralyžiuoja funkcijas ar atskiria juos nuo aplinkos (Young ir kt., 2008; 2011). Tam, kad būtų atsparūs, vaikai, turintys klausos sutrikimą, turi turėti galimybių ugdyti gebėjimus kaip apsaugos šaltinius per patirtis įveikiant riziką ir kontroliuoti savo įsipareigojimus bei veiksmus (Young ir kt., 2011; Anita ir kt., 2011; Greenberg, Lengua, & Calderon, 1997). Pastarųjų dešimtmečių tyrimuose linkstama klasifikuoti vaikus, turinčius klausos sutrikimą, kaip individus, kurie yra rizikos grupėje ar yra pažeidžiami, kai susiduria su nesėkmėmis ugdyme, adaptacijoje ar raidoje (Luckner & Stewart, 2003, cit. Luckner, 2011). Vis dėlto negalima paneigti, kad mokymosi kokybė pamokoje (Arianto, 2013), bloga vaikų priežiūra (Membela, 2016), vaikų santykis su mokymosi aplinka (Yosiani, 2014), tarpasmeninio bendravimo modeliai (Karnigtyas, 2014) ir socialinė parama taip pat turi įtakos vaikų, turinčių klausos sutrikimą, raidai. Tuo tarpu tyrimų, kurie koncentruojasi ties egzistuojančiais resursais ir parama mokiniams, turintiems klausos sutrikimą, optimaliai vystytis ir sėkmingai mokytis, yra nedaug (Luckner, 2011).

Šiuo tyrimu siekiama atskleisti atsparumo šaltinius, kuriuos pasitelkia Bengkalos inkliuzinės mokyklos SDN 2 mokiniai, turintys klausos sutrikimą, siekdami įveikti sunkumus ir sėkmingai mokytis. Konkrečiau šiame tyrime buvo siekiama aprašyti (1) riziką, kurią mokiniai, turintys klausos sutrikimą, gali patirti inkliuzinėje mokykloje, (2) mokinių, turinčių klausos sutrikimą, gebėjimus, įgūdžius ir asmenines charakteristikas, jiems padedančias sėkmingai įveikti sunkumus, sėkmingai ugdytis ir pasiekti ugdymo rezultatų, ir (3) išorinius šaltinius, palaikančius mokinių ugdymą ir optimalią raidą.

Metodas, dalyviai

Tyrimas atliktas inkliuzinėje pradinėje mokykloje SDN 2 Bengkaloje, Bulelengo apskrityje, šiaurės Balyje. Dalyviai, keturi mokiniai, turintys klausos sutrikimą (trys mergaitės ir vienas berniukas), buvo atrinkti patogiosios atrankos būdu. Dvi mergaitės buvo septynerių metų amžiaus, trečioji mergaitė – dvylikos metų. Berniukas buvo vienuolikos metų amžiaus. Šiems dalyviams nuo gimimo buvo diagnozuotas klausos lygis, didesnis nei 91 dB, arba labai žymus klausos sutrikimo laipsnis (Moores, 2001).

Tyrime taip pat dalyvavo keletas pagrindinių informantų: (1) mokyklos direktorė, (2) pasirinkti mokytojai, turintys penkerių metų darbo patirtį šioje inkliuzinėje mokykloje, (3) du specialieji pedagogai, (4) vaikų, turinčių klausos sutrikimą, tėvai, (5) girdintieji vaikų, turinčių klausos sutrikimą, bendraklasiai, (6) dalyvių bendraamžiai už mokyklos ribų ir (7) Bengkalos kaimo oficialūs asmenys – kaimo seniūnas ir suaugusieji, priklausantys bendruomenėms, esančioms dalyvių kaimynystėje.

Procedūros

Tyrimas buvo atliktas naudojant kokybinę fenomenologinę metodologiją (Gall, M., Gall, J., & Borg, 2003). Pagal fenomenologinę tyrimo strategiją duomenys buvo gauti pasitelkus pusiau struktūruotą giluminį interviu, taip pat stebėjimą su užrašais.

Pusiau struktūruotas giluminis interviu buvo vykdomas siekiant iš dalyvių gauti spontanišką informaciją. Buvo užduodami kai kurie protokoliniai klausimai apie dalyvių patiriamus suvaržymus, asmenybės charakterio pobūdį, taip pat apie paramos, gaunamos iš aplinkinių, formas. Buvo siekiama įsitikinti, jog klausimai yra nešališki ir atitinka tyrimo tikslą.

Tyrėjas (pirmasis autorius) siekė užmegzti asmeninį ryšį su dalyviais pasitelkdamas aktyvaus klausymo įgūdžius, siekdamas paskatinti dalyvius analizuoti savo atsakymus. Ši strategija padeda nuspręsti, kada laikytis numatyto interviu protokolo, o kada nuo jo nukrypti, atsižvelgiant į pagrindinius dalyvius. Tokia prieiga pasiteisino tuo, kad visi dalyviai, turintys klausos sutrikimą, dalijosi savo jausmais, mintimis ir patirtimis spontaniškai, be jokio nepagrįsto nerimo. Kiekvienam dalyviui buvo suteikiama galimybė pasirinkti sau pseudonimą prieš interviu pradžią. Interviu procesas buvo vykdomas mokykloje pasikvietus du gestų kalbos vertėjus, kurie buvo vaikų, turinčių klausos sutrikimą, specialieji asistentai. Jie padėjo išversti tyrėjo (pirmojo autoriaus) klausimus į gestų kalbą dalyviams ir atvirkščiai.

Interviu buvo vykdomas per du ar tris susitikimus su kiekvienu dalyviu ir pagrindiniais informantais. Kiekvienas susitikimas truko nuo vienos iki pusantros

valandos. Visi interviu buvo įrašyti į diktofoną ir transkribuoti. Taip pat buvo vykdomas ir protokoluojamas pasyvus dalyvių stebėjimas. Stebėjimas vyko natūralioje tyrimo aplinkoje, būtent per pamokas mokymosi proceso metu, per pertraukas ir užklasinėje veikloje (t. y. sporto, meno ar profesinės veiklos būreliuose). Tyrėjas taip pat pildydavo tyrimo dienoraštį, kuriame pažymėdavo savo stebėjimus, reakcijas ir įspūdžius kiekviename duomenų rinkimo etape. Jis taip pat identifikavo savo šališkumą ir išankstinę nuostatą prieš duomenų rinkimą ir jo metu, siekdamas sumažinti bet kokias galimas interpretacijos klaidas. Šių tyrimo užrašų refleksija padeda tyrėjui kiek įmanoma išvengti šališkumo ir nepagrįstų prielaidų.

Temos analizės procedūra atlikta vykdant trianguliacijos procesą pagal pusiau struktūruoto giluminio interviu su visais informantais užrašus ir stebėjimo užrašus (Flick, 2004; Taylor, Bogdan, & DeVault, 2015). Duomenys validuojami, jei atitinka bent tris trianguliacijas iš informacijos šaltinių (Thurmond, 2001; Torrance, 2012).

Duomenų analizė

Duomenys buvo analizuojami pagal kokybinio fenomenologinio tyrimo prieigą (Creswell, 2007, p. 159–160). Analizė buvo atliekama lygiagrečiai su duomenų rinkimo procesu. Pirmajame jos etape buvo sudarytas reikšmingų teiginių sąrašas ir teiginiai sugrupuoti. Teiginiai, nusakantys situaciją, būseną ar dalykus, sukuriančius trukdymus, kliūtis ar sunkumus, kuriuos besimokydami ar kasdieniame gyvenime patiria mokiniai, turintys klausos sutrikimą, buvo klasifikuojami kaip rizikos faktoriai. Teiginiai, kurie apibūdino asmenines savybes, kompetenciją ar įgūdžius, teigiamai veikiančius raidą ir pasiekimus ar naudojamus dalyvių siekiant tapti atspariems, buvo klasifikuojami kaip asmeniniai atsparumo šaltiniai. Teiginiai, nusakantys socialines aplinkos charakteristikas, kurios prisideda prie dalyvių gebėjimo būti atspariems ugdymo, buvo klasifikuoti kaip socialiniai atsparumo šaltiniai. Kitame etape buvo išskirti kodai, kurie atitiko išplėstus dalyvių teiginius. Po to šie kodai buvo sugrupuoti pagal panašumą, ir kai kurie tos pačios krypties kodai buvo sujungti ar išgryninti tolesniam duomenų valdymui. Kiekvienai suformuotai naujai grupei buvo suteiktas pavadinimas, tada ji kategorizuota (t. y. rizikos faktoriai ir asmeninio atsparumo šaltiniai ar socialinės paramos atsparumo šaltiniai). Pateikiamas detalus gautų išvadų aprašymas siekiant padėti skaitytojams priimti sprendimą ir pritaikyti rezultatus kitiems tiriamiesiems ar situacijai, turinčiai panašias charakteristikas. Tyrimo autentiškumas patvirtintas ilgalaikiu bendravimu su respondentais, trianguliacija, respondentų validavimu (angl. *member checking*), taip pat sukuriant patikimumą ir audito seką, kaip aiškina Guba & Lincoln (1989).

Rezultatai

Rizikos apibrėžimas tyrimo kontekste

Rizika yra apibrėžiama kaip situacija, būsena, įgimta ar aplinkos charakteristika, kuri turi negatyvų poveikį pasiekimams ir raidai. Tyrimas rodo, jog visi keturi dalyviai jautė labiausiai trukdančius rizikos aspektus. Atskleisti tokie rizikos faktoriai: *skurdas šeimoje, sunkumai, suprantant žodinę kalbą bei mokomąją medžiagą, ir emocijų sutrikimo pasekmės.*

- **Skurdas šeimoje**

Tyrimo dalyviai teigė, kad jų šeimos finansinė padėtis nėra gera. Skurdas sukėlė iššūkius ir kliūtis jų ugdymuisi. Dėl skurdo šeimoje jie negalėjo įsigyti mokyklai reikalingų daiktų, tokių kaip tinkama mokyklinė uniforma, ar atsinešti kišenpinigių į mokyklą. LS pasakojo (iš gestų kalbos išvertė specialusis asistentas):

Mano mama labai retai man duoda pinigų užkandžiams, kai einu į mokyklą, aš taip pat noriu turėti naujų gražių drabužių, naujus batus mokyklai, bet mano tėvai tam neturi pakankamai pinigų.

- **Sunkumai suprantant žodinę kalbą ir mokomąją medžiagą**

Dalyviai apibūdino savo sunkumus, patiriamus bendraujant žodine kalba. Jie teigė, kad mokomoji medžiaga yra sunki, nes mokytojai didžiąją jos dalį dėstė žodine kalba. Kliūtys taip pat buvo patiriamos atliekant grupines užduotis kartu su girdinčiais mokiniais. Šios kliūtys tapdavo dar sunkesnės, kai su jais negalėdavo dirbti specialusis asistentas (gestų kalbos vertėjas), todėl jie nenorėjo mokytis klasėje be jo pagalbos. Už mokyklos ribų jie taip pat teigė patiriantys kliūčių bendraudami su girdinčiais žmonėmis, ypač su tais, kurie nesupranta gestų kalbos.

- **Emocijų sutrikimas**

Dalyviai paminėjo, kad jie patiria sunkumų valdydami emocijas, dažnai jaučiasi nestabilūs, lengvai įžeidžiami, lengvai supykstantys, dažnai nusivylę. Jie pykdavo, kai jų norai neišsipildydavo. Jie susierzindavo ir nusivildavo, kai jų draugai ar kiti girdintys žmonės nesuprasdavo, ką jie nori pasakyti gestų kalba. Klasės mokytojas pasakojo:

Mokiniai, turintys klausos sutrikimą, šioje mokykloje linkę supykti, ypač jei jie nori kalbėti, bet jų nesupranta, kelis kartus RS (dalyvė) *net išėjo iš kla-*

sės (per pamoką)*, nes ji nesuprato pamokos dėstymo žodine kalba, kadangi tą kartą mokinių, turinčių klausos sutrikimą, specialusis asistentas negalėjo atvykti į mokyklą...*

- **Asmeniniai atsparumo šaltiniai**

Tyrimo rezultatai rodo, kad egzistuoja penki asmeninio atsparumo – asmeninių savybių, kompetencijos, įgūdžių, kurie formuoja dalyvių gebėjimą įveikti sunkumus, patiriamus ugdyme ir kasdieniame gyvenime, taip pat trukdančius optimaliai raidai ir ugdymo pasiekimams, – šaltinių tipai. Vyraujantys asmeninio atsparumo šaltiniai yra *savarankiškumas, bendradarbiavimo įgūdžiai, talentai ar specialieji gebėjimai, dėkingumas ir pozityvi viltis.*

Savarankiškumas

Dalyviai teigė, kad turi gebėjimą įveikti sunkumus, kliūtis ir iššūkius ugdyme bei kasdieniame gyvenime. Savarankiškumas yra resursas, kuris juos sustiprina nelaimės akivaizdoje, tai iliustruoja dalyvio AR pavyzdys, išsakytas gestų kalba ir išverstas specialiojo asistento:

Mokytis mokykloje ir ruošti namų darbus man yra sunku, aš taip pat jaučiu, kad man sunku bendrauti su kitais žmonėmis (paprastai). Bet aš tikiu, kad viską galiu įveikti, nes aš esu stiprus...

Dalyvis pasakojo, kad mokykloje ir kasdieniame gyvenime yra daug sunkumų, bet tiki, kad jis yra stiprus ir sugebės tinkamai juos įveikti.

Visi keturi dalyviai teigė, jog, susidūrę su daugeliu sunkumų mokykloje ir kasdieniame gyvenime, sugebėdavo save įtikinti, kad jie yra stiprūs ir sugeba įveikti sunkumus. Pasitikėjimo savimi dėka jie jaučia, kad sunkumai sumažėja ir yra lengviau įveikiami. Savarankiškumas padeda jiems sėkmingai pakelti sunkumus moksle ir gyvenime.

Bendradarbiavimas

Girdėjimo ir kalbos apribojimai netrukdo dalyviams užsiimti bendra veikla su savo girdinčiais draugais. Nors ir patirdami komunikacijos sunkumų, jie sugebėdavo mokytis, žaisti ir užsiimti įvairia veikla su girdinčiais vaikais mokykloje ir už mokyklos ribų. AS (dalyvė) gestų kalba pasakojo:

Aš noriu mokytis ir žaisti mokykloje su visais savo draugais, negirdinčiais ir girdinčiais. Mano draugai ir žmonės už mokyklos ribų manęs neatstumia. Man patinka dalyvauti bendroje veikloje, religiniuose ritualuose ir kitoje veikloje kartu su kitais kaimo gyventojais.

Panašų teiginį išsakė ir LS (dalyvė):

Aš galiu bendrauti su bet kuo (draugais) mokykloje ir už mokyklos ribų (kaimynystėje) netgi tokiu bendravimu (gestais)...

Mokytojai, draugai mokykloje ir kaimynai patvirtina šią situaciją ir pripažįsta, kad šie vaikai yra atviri bendravimui ir veiklai su kitais mokyklos ar bendruomenės nariais. Jie taip pat žinomi kaip darbštūs vaikai, kurie dažnai padeda ir dalyvauja mokyklos ir kaimo veikloje.

Talentai ar specialieji gebėjimai

Visi dalyviai apibūdino savo talentus ir specialiuosius gebėjimus. LS (dalyvė) paminėjo savo gabumus tapybai ir šokiams. AR (dalyvis) pažymėjo, kad jam gerai sekasi atletika ir fotografija. Pasak RS (dalyvė), ji tobulino savo talentus tapybos ir šokių srityje, taip pat pradėjo naudotis informacinėmis technologijomis. AS (dalyvė) turi talentą šokti ir gerai išmano matematiką. Visi dalyviai paminėjo, kad jie prisijungė prie tradicinės šokių grupės „Janger Kolok" (Balio šokis su specifiniu dainavimu, atliekamas kurčiųjų ar *Kolok* grupės). Talentas ir specialieji gebėjimai jiems padėjo pasiekti laimėjimų. Dėl šių pasiekimų jie labiau pasitiki ir didžiuojasi savimi.

Dėkingumas

Dalyviai teigė, kad yra dėkingi situacijai, nors jie gimė kurti ir turėjo kitų sunkumų. Jie pažymėjo, kad per dėkingumą jie gali sušvelninti savo pyktį ir nusivylimą dėl to, kad turi negalią, negirdi ir jų žodinis bendravimas yra ribotas. Jie rodo savo dėkingumą per maldą ir religinius ritualus (Balio-Hindu), suorganizuotus jų šeimos ar kaimo gyventojų. Jie tiki, kad malda ir dėkingumas visagaliam Dievui padės jiems įgyti jėgų įveikti sunkumus ir kad visagalis Dievas jiems turi geriausią ateities gyvenimo planą.

Pozityvi viltis

Dalyviai išreiškė savo viltį baigti mokslą šioje inkliuzinėje mokykloje ir siekti aukštesnio išsilavinimo lygmens (pagrindinėje ir vidurinėje mokykloje) tam, kad gautų darbą, užsidirbtų pinigų ir pradžiugintų savo tėvus. Visi dalyviai yra užsibrėžę savo ateities tikslus. Pavyzdžiui, LS (dalyvės) teigimu, ji norinti tęsti mokslą specialiojoje pagrindinėje mokykloje (SMPLB) ir siekti aukštesnio mokslo lygmens. Jos ateities tikslas yra būti garsia dailininke.

Kita dalyvė išreiškė norą toliau mokytis profesinėje technologijos mokykloje, nes ji norėtų dirbti fotografe ir kompiuterių operatore. Dalyvių tėvai pabrėžė,

kad, nepaisant klausos sutrikimo, jų vaikai sieja didelius lūkesčius su tolesniu išsilavinimu. Klausydamiesi apie savo vaikų ateities planus. jie graudinasi. RS mama pasakojo:

> *Ji sako, kad nori tęsti mokslą aukštesnėje mokykloje, kad taptų fotografe. Ji tiki, kad vieną dieną galės paremti šeimą finansiškai. Aš susigraudinu, kai tai girdžiu...*

Atsparumo resursai per socialinę paramą

Atsparumo resursai per socialinę paramą yra dalyvių socialinė aplinka, pasižyminti pozityvumu ir teigiamai veikianti jų gebėjimus įveikti sunkumus, kad dalyviai galėtų peržengti savo apribojimus, parodytų optimalius pasiekimus ir jų raida būtų optimali. Buvo išskirti keturi aplinkos tipai, kurie yra socialinės paramos atsparumo resursai, būtent: *šeimos parama, mokyklos parama, bendra-amžių parama* ir *bendruomenės parama.*

• Šeimos parama

Dalyviai teigė, kad jų tėvai ir šeima yra stiprybės šaltiniai įveikiant iškilusius sunkumus mokykloje ir už jos ribų. Jie pripažino, kad jų tėvai yra tie, kurie labiausiai juos supranta ir kurie visada palaiko, kai jie susiduria su sunkumais mokykloje ir gyvenime. Tėvai yra jų motyvacijos šaltinis, kada tik jie pavargsta besistengdami įveikti sunkumus moksle ir kitoje veikloje su girdinčiais draugais mokykloje ir už jos ribų.

Kiti šeimos nariai, pavyzdžiui, broliai, seserys, kiti giminaičiai yra tie žmonės, kurie sustiprina juos susidūrus su sunkumais. Dalyviai taip pat pasakojo, kad visi jų šeimos nariai padrąsina juos ir nori, kad jiems sektųsi, nors jie ir patiria daug sunkumų. Iš visų savo šeimos narių jie visada susilaukia didelės paramos moksle bei talentų ir įgūdžių ugdyme. Tėvų paramą taip pat pažymi ir mokyklos direktorė. Direktorė kalbėjo:

> *Mokinių, turinčių klausos sutrikimą, tėvai skiria daug dėmesio vaikų ugdymo tęstinumui, bent kartą per savaitę jie ateina į mokyklą paklausti, kaip vaikams sekasi mokslas... Įprastai kiekvieną mėnesį mokykla taip pat kviečia tėvus pasikalbėti apie vaikų raidą...*

Direktorė pasakojo, kad mokinių, turinčių klausos sutrikimą ir besimokančių šioje inkliuzinėje mokykloje, tėvai yra entuziastingi ir aktyviai bendradarbiauja dėl vaikų mokymosi, rodydami didelį norą, kad jų vaikų ugdymas inkliuzinėje mokykloje būtų sėkmingas.

- **Mokyklos parama**

Dalyviai pasakojo, kad suaugusieji mokykloje (direktorė, mokytojai ir specialieji pedagogai, dirbantys su mokiniais, turinčiais klausos sutrikimą) jiems suteikia motyvacijos ir padeda moksle bei užklasinėje veikloje. Dalyviai teigė, kad visi mokytojai mokykloje yra kantrūs juos mokydami ir jiems padėdami, ypač specialieji pedagogai. Specialieji pedagogai padeda jiems įveikti sunkumus ir kliūtis suprantant mokymosi medžiagą ir mokantis kartu su girdinčiais draugais. Dalyviai pasakojo, kad mokytojai jiems padeda atskleisti talentus, pomėgius, įgūdžius, kad jie galėtų laimėti konkursus.

- **Bendraamžių parama**

Mokiniai, turintys klausos sutrikimą, teigė, kad iš savo bendraamžių jie gauna paramą, supratimą ir rūpestį mokykloje ir už jos ribų. Kai mokykloje dalyviai patiria sunkumų suprantant mokymosi medžiagą, jiems dažnai padeda girdintys mokiniai. Jie nesijaučia atskirti nuo girdinčių mokinių žaidžiant, mokantis ar kitoje veikloje. Dalyviai pažymėjo, kad egzistuoja stiprus solidarumo ryšys tarp mokinių, turinčių klausos sutrikimą ir besimokančių mokykloje, ir mokinių, turinčių klausos sutrikimą, jau baigusių mokyklą ir dirbančių. Visi dalyviai pripažino, kad juos įkvepia mokiniai, turintys klausos sutrikimą, kurie sėkmingai baigė mokyklą ir susirado darbą.

- **Bendruomenės parama**

Dalyviai pasakojo, kad suaugusieji jų kaime (turintys klausos sutrikimą ir girdintieji) rūpinasi jais ir jų išsilavinimu. Jie juos palaiko, padrąsina ir motyvuoja, kad jie sėkmingai mokytųsi. Dalyviai teigė, kad visuomenė jų nediskriminuoja. Kartu su kitais Bengkalos kaimo žmonėmis jie dalyvavo meniniame „Janger Kolok" šokių pasirodyme regiono ir šalies lygmeniu. Jie taip pat pasirodė ir užsienyje.

Dalyviai pasakojo, kad jie gavo išmoką iš vyriausybės ir paramą iš organizacijos, kuri rūpinasi vaikų, turinčių klausos sutrikimą, ugdymu visame pasaulyje. Vietinės Bengkalos valdžios dėka jie turi mokytojus. Jie pasakojo, kad gavo išmoką iš centrinės vyriausybės, taip pat paramą iš socialinio fondo Indonezijos vaikams, turintiems klausos sutrikimą, ir kitų užsienio šalių fondų.

Diskusija

Tyrimo rezultatai parodė, kad egzistuoja trys pagrindiniai faktoriai, kurie tampa iššūkiais dalyviams siekiant sėkmės moksle, ugdyme ir gyvenime. Šie

faktoriai yra skurdas šeimoje, sunkumai suprantant žodinę kalbą bei mokomąją medžiagą ir emocijų sutrikimas. Rezultatai rodo, jog sunkumai ar rizikos faktoriai, patiriami dalyvių, egzistuoja vienu metu. Prie to prisideda negatyvios asmenybės savybės, kurios yra susijusios su emocijų sutrikimu. Šeimos lygmeniu tai yra skurdi finansinė situacija. Mokyklos lygmeniu tai yra mokytojų ir mokymosi resursų, kurie galėtų padaryti įtaką mokomosios medžiagos supratimui, trūkumas.

Siekdami padėti mokiniams, turintiems klausos sutrikimą, sustiprinti savo psichologinę ir socialinę funkciją, taip pat pagerinti mokymosi pasiekimus, mokytojai, konsultantai ir kiti specialistai inkliuzinėje mokykloje turi suprasti riziką, kurią vaikai, turintys klausos sutrikimą, patiria mokykloje ir gyvenime. Atsparumo teorijoje rizikos suvokimas, pasiruošimas jos valdymui ir valdymas yra tiek pat svarbūs, kiek ir apsaugos ar skatinimo atsparumo suvokimas. Rizika turi būti valdoma, ir rizikos analizė turi būti atliekama siekiant sukurti intervenciją, kad būtų galima minimizuoti neigiamą šios rizikos poveikį (Yates ir kt., 2015; Noltemeyer & Bush, 2013; Rutter, 2007; Suranata, 2015). Panašiai ir vaikų, turinčių klausos sutrikimą, kontekste būtina suprasti riziką ir rizikos mechanizmą (Anita ir kt., 2011; Young ir kt., 2011).

Daugeliu atvejų žmonės klausos sutrikimą laiko jautrumo, nesėkmės ar negalios šaltiniu, ir jis traktuojamas kaip vaikų, turinčių klausos sutrikimą, problemų šaltinis. Mokslinėje literatūroje Young ir kt. (2008) išreiškia nuomonę, kad klausos sutrikimas gali būti rizikos požymis, bet savaime jis netampa rizikos mechanizmu. Rutter (2007) aiškina proksimalinį rizikos mechanizmą. Teigiama, kad sąveika tarp charakterio bruožo ir aplinkos konteksto, taip pat tarp vykstančio proceso gali sukelti tam tikrą riziką. Nors daugelyje tyrimų ir mokslinių straipsnių parodoma, kad klausos sutrikimas yra siejamas su neigiamomis pasekmėmis, tokiomis kaip emocijų sutrikimas, prasti mokymosi rezultatai, narkotikų vartojimas ir kt., bet tai nereiškia, kad klausos sutrikimas yra rizikos faktorius, kuris sukelia šias neigiamas pasekmes (Young ir kt., 2008; 2011). Emocijų sutrikimo atveju Arnold (1999) teigia, kad psichologinis spaudimas vaikams, turintiems klausos sutrikimą, yra prognozuojamas daugelio tyrimų rezultatuose. Klausos sutrikimas gali prisidėti prie emocijų sutrikimo, bet šis faktas yra tik neteisingos diagnozės rezultatas. Tai nėra tas pats, kas sakyti, jog emocijų sutrikimas atsiranda kaip klausos sutrikimo pasekmė. Spėjama, kad egzistuoja kiti veiksniai, kurie sukelia psichologinį spaudimą ir tiesiogiai prisideda prie emocijų sutrikimo sukėlimo (Arnold, 1999), tokie kaip socioekonominė padėtis ar genetiniai faktoriai.

Ankstesniuose tyrimuose pastebėta, kad mokinių, turinčių klausos sutrikimą, pasiruošimą mokytis ir mokymosi pasiekimus stabdantys faktoriai yra šie: mokymosi metodai, taikomi mokykloje, raštingumo terapijos (angl. *literacy the-*

rapy) netaikymas, kas sukelia mokiniams, turintiems klausos sutrikimą, sunkumų suprasti pamokos medžiagą žodiniu metodu, įrangos vaikams, turintiems specialiųjų poreikių, stoka, mokytojai, kurie neturi pakankamai kompetencijos, ir mokymosi metodai, nepritaikyti mokiniams, turintiems klausos sutrikimą (Cakraningrat & Fakhruddiana, 2015). Micucci (2015) pažymi, kad jei mokiniai, turintys klausos sutrikimą, pradeda mokytis inkliuzinėje mokykloje, kurioje vyraujantis mokymosi metodas yra žodinis, jiems tampa sunku suprasti pamokos medžiagą inkliuzinėje klasėje. Tuo tarpu daugelyje tyrimų akcentuojama, kad skurdas šeimoje ar žema socioekonominė padėtis tampa vienu iš rizikos faktorių, kuris sukelia problemas, susijusias su psichologiniu spaudimu ir emocijų sutrikimu, prasta adaptacija ir žemais mokymosi pasiekimais (Heaton, 2013; Çelik, Çetin, & Tutkun, 2014; Noor & Alwi, 2013; Mulloy, 2011; Winders, 2014).

Duomenys taip pat parodo, kad yra svarbu suteikti įvairių galimybių vaikams, turintiems klausos sutrikimą, inkliuzinėje mokykloje ugdytis savarankiškumą, bendradarbiavimo ar tarpasmeninius įgūdžius, dėkingumą, taip pat ugdytis savo talentus ir specialiuosius gebėjimus, optimizmą ir pozityvią viltį savo, ugdymosi ir ateities atžvilgiu. Teigiamas savivaizdis paskatina dalyvius teigiamai žiūrėti į save ir savo galimybes susiduriant su sunkumais. Tuo remdamasis, Bandura (1994) teigia, kad savarankiškumas yra asmens tikėjimas savo gebėjimais, iš kurių kyla pastangos ir motyvacija ką nors nuveikti įskaitant sunkumų ar kliūčių gyvenime įveikimą. Atsparūs vaikai tiki savo gebėjimais įveikti kliūtis ar sunkumus gyvenime (Bernard, 2004). Šio tyrimo rezultatai sutampa su ankstesnių tyrimų rezultatais ir mokslinės literatūros teiginiais, kad savarankiškumas yra psichologinis faktorius ar dimensija, daug prisidedanti prie atsparumo ugdymo (Werner, 1993; Masten, Hierbers, Cutuli, & Lafavor, 2010; Wu ir kt., 2013; Crawford, 2006; Banatao, 2011; Martin & Marsh, 2008; Sagone & De Caroli, 2013), taip pat ir vaikų, turinčių klausos sutrikimą, kontekste (Young ir kt., 2008; Brice & Adams, 2011; Micucci, 2015).

Dalyviai gebėjo parodyti gerus bendradarbiavimo įgūdžius, jie gali dirbti grupėje kartu su kurčiais ar girdinčiais bendraamžiais ar suaugusiaisiais savo bendruomenėje (t. y. mokykloje ar už jos ribų). Kliūtys suprantant žodinę kalbą nesutrukdė jiems dirbti komandoje su kitais (girdinčiais mokiniais). Ši išvada atsako į kai kurių tyrėjų išsakytus ar mokslinėje literatūroje minimus nuogąstavimus, jog vaikai, turintys klausos sutrikimą ir besimokantys inkliuzinėje mokykloje, gali patirti rimtų problemų, adaptuodamiesi prie girdinčiųjų mokinių, ir jie gali pasijusti atskirti (Mudjito ir kt., 2012; Tarnoto, 2016; Young ir kt., 2008; Anita ir kt., 2011; Sari, 2007; Hallahan & Kauffman, 2004).

Tyrimo dalyviai teigė, kad per dėkingumą jie galėjo išugdyti teigiamą savo ir patiriamų sunkumų vaizdą. Dėkingumas visagaliam Dievui suteikė jiems jėgų nuslopinti neigiamas emocijas, kylančias dėl jų patiriamo spaudimo ir iššūkių.

Jie jaučia dėkingumą, kad galėjo išsiugdyti savybes, kurios jiems padėjo tapti atspariems. Ši išvada sutampa su tyrimais, rodančiais, jog dėkingas požiūris padeda individams įgyti pozityvią emocinę reakciją savo ir aplinkos atžvilgiu (McCullough, 2000; Hwei & Abdulah, 2013). Dėkingumas visagaliam Dievui yra susijęs su dvasingumu ir religija (Javanmard, 2013; Hill & Pargament, 2003), kurioje praktikuojamas tam tikras religinis ritualas (Hill ir kt., 2000). Kai kurie ankstesni tyrimai taip pat pažymi, kad dėkingumas (Hwei & Abdullah, 2013) ir religinės nuostatos (Javanmard, 2013) atitinkamai prognozuoja atsparumo lygį.

Dalyviai yra pasiekę laimėjimų srityse, kuriose jie turi talentą ar specialiųjų gebėjimų. Jų talentai ir specialieji gebėjimai yra sėkmingai ugdomi padedant socialinei aplinkai (t. y. šeimai, mokyklai ir bendruomenei). Pasiekimų dėka padidėjo jų pasitikėjimas savimi, taip pat pagerėjo ateities lūkesčiai. Tyrėjai, tyrinėjantys atsparumą, sutinka, kad pasiekimo patirtis ir galimybių ugdyti savo talentus ar gebėjimus turėjimas vaikams ar paaugliams gali prisidėti prie pasitikėjimo savimi išaugimo ir ateities tikslų numatymo (Yates ir kt., 2015; Masten, 2014).

Dalyviai išreiškia pozityvią viltį, siejamą su išsilavinimu ir ateities tikslais. Jie taip pat tiki geresne ateitimi. Jie geba suplanuoti savo būsimas studijas, taip pat ateities planų realizavimą. Jų uždavinys ir geresnės ateities siekis yra vidinės motyvacijos išraiška, kuri teigiamai veikia raidą ir skatina atsparumą (Bernard, 2004; Banatao, 2011; Çelik ir kt., 2014; Lee, Cheung, & Kwong, 2012).

Išvadose taip pat pažymina, kad pozityvi socialinė aplinka šeimoje, mokykloje, tarp bendraamžių ir bendruomenėje (t. y. palaikymas, rūpestis, galimybės dalyvauti suteikimas ir nediskriminavimas) ar socialinės paramos šaltiniai skatina inkliuzinės mokyklos mokinių, turinčių klausos sutrikimą, psichologinę raidą, adaptaciją ir pasiekimus. Ši išvada sutampa su Bernard (2004) atsparumo teorija, taip pat kitų tyrimų rezultatais ir moksline literatūra (Zolkoski & Bullock, 2012; Çelik ir kt., 2014; Anita ir kt., 2009; 2011; Cakraningrat & Fakhruddiana, 2015; Micucci, 2015; Williams, 2011).

Socialinė kultūra šeimoje, mokykloje ir bendruomenėje Bengkalos kaime palaiko dalyvius jiems adaptuojantis ir ugdantis. Mokinių, turinčių klausos sutrikimą, tėvai, inkliuzinės mokyklos mokytojai, kurių dauguma kilę iš Bengkalos kaimo, ir šio kaimo gyventojai laikosi tradicinės savo protėvių, kurie tikėjo, jog vaikais, turinčiais klausos sutrikimą, turi būti rūpinamasi ir jie turi būti vertinami, kultūros. Šis įsitikinimas formuoja vertybes, pozityvų požiūrį ir vaikų, turinčių klausos sutrikimą, supratimą. Jie jaučia kaltę, jei pasitaiko atvejų, kai vaikai ignoruojami ar su jais netinkamai elgiamasi. Šeimos ir visuomenės kultūra sutampa su veiklos politika, kuri yra rekomenduojama atnaujinant švietimo sistemą ir skatinant inkliuzinį ugdymą (UNESCO, 2009). Taip pat inkliuzijos indeksas, kurį mini Booth ir Ainscow (2011), parodo, kad inkliuzinio ugdymo

įdiegimui reikalinga inkliuzinė kultūra klasėje, mokykloje ir bendruomenėje, kur specialiųjų poreikių vaikai gauna teisę įgyti vienodą išsilavinimą, galimybę dalyvauti veikloje ir bendrauti be diskriminacijos, taip pat atitinkamą paramą ugdymuisi ir pasiekimams.

Dalyviai teigė, kad jie buvo labai motyvuojami tęsti mokslą tuo, kad jie matė draugus, kurie baigė mokyklą, turėjo darbą ir užsidirbdavo pinigų. Jie dar labiau įsitikino, kad kurtumas jiems nėra kliūtis siekti išsilavinimo ir ateities tikslų. Mūsų tyrimas rodo, jog socialinis modelis, kurį rodo dalyvių draugai, kurie taip pat turi klausos sutrikimą, juos teigiamai paveikė ugdant savarankiškumą ir palaikant pozityvią viltį dėl ateities. Tai sutampa su Banduros (1986; 1994) socialinio išmokimo teorija, pagal kurią savarankiškumas gali augti ir tobulėti per socialinio modelio teikiamas patirtis.

Išvados

Šiame tyrime apibūdinami keturių mokinių, turinčių klausos sutrikimą ir besimokančių inkliuzinėje mokykloje, rizikos faktoriai ir atsparumo šaltiniai. Tyrimo rezultatai parodė, kad egzistuoja trys pagrindiniai rizikos faktorių tipai, kurie dalyviams sukelia iššūkius ar kliūtis siekiant pasisekimo moksle ir gyvenime. Šie faktoriai yra skurdas šeimoje, sunkumai suprantant žodinę kalbą bei mokomąją medžiagą ir emocijų sutrikimas. Egzistuoja penki asmeninio atsparumo šaltinių tipai, kuriuos pasitelkia mokiniai, turintys klausos sutrikimą, siekdami sėkmingai išspręsti sunkumus ir kitus iššūkius moksle ir gyvenime; savarankiškumas, talentai ar specialieji gebėjimai, bendradarbiavimo įgūdžiai, dėkingumas ir pozityvi viltis. Asmeninio atsparumo šaltiniai veikia lygiagrečiai su keturiomis teigiamomis socialinės aplinkos charakteristikomis arba socialinės paramos atsparumo šaltiniais. Dalyviai gauna paramą iš šeimos, mokyklos, bendraamžių ir bendruomenės.

Tyrimo rezultatai suteikia informacijos ugdytojams, konsultantams ar psichologams, taip pat kitiems specialistams, inkliuzinėje mokykloje dirbantiems su vaikais, turinčiais klausos sutrikimą. Tai padeda aktyvinti ar stimuliuoti atsparumo šaltinius (asmeninio atsparumo ir socialinės paramos atsparumo šaltinius), kurie nulemia vaikų, turinčių klausos sutrikimą, sėkmę susiduriant su sunkumais ar iššūkiais, keliančiais riziką psichologinei raidai, socialinei funkcijai ir pasiekimams. Tyrimo rezultatai atitinka teoriją, pabrėžiamą ankstesniuose tyrimuose ir mokslinėje literatūroje, kur parodomas teigiamos įtakos iš aplinkos (t. y. šeimos, mokyklos, bendruomenės ir bendraamžių) prieinamumas, prisidedantis prie sėkmingos jaunuolių asmeninio atsparumo šaltinių raidos. Rezultatuose taip pat pažymima, kad talentų ir pomėgių ugdymas užklasinėje veikloje, specialiojo asistento (gestų kalbos vertėjo) vaidmens optimizavimas, mokymo programos ir mokymosi metodų tobulinimas yra svarbūs mokinių,

turinčių klausos sutrikimą ir besimokančių inkliuzinėje mokykloje, sėkmingo ugdymosi faktoriai.

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BENGKALOS (BALIS, INDONEZIJA) INKLIUZINĖS MOKYKLOS MOKINIŲ, TURINČIŲ KLAUSOS SUTRIKIMĄ, PATIRIAMA RIZIKA IR JŲ ATSPARUMAS

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Santrauka

Straipsnyje aprašoma Bengkalos (Balis, Indonezija) inkliuzinės mokyklos mokinių, turinčių klausos sutrikimą, patiriama rizika ir jų atsparumo šaltiniai. Fenomenologiniame tyrime autoriai analizuoja mokinių, turinčių klausos sutrikimą, rizikos faktorius, asmeninius atsparumo šaltinius ir socialinės paramos šaltinius. Tyrime dalyvavo trys mergaitės ir vienas berniukas.

Inkliuzinio ugdymo programos yra modelis, tinkamesnis kovojant su vaikų, turinčių specialiųjų poreikių, diskriminacija. Tačiau inkliuzinio ugdymo įdiegimas Indonezijoje patyrė kokybės nuosmukių ir mokykloms nepavyko pritaikyti mokymo programos ar patalpų ugdymo procesui. Problemos, kurias patiria inkliuzinė mokykla, yra tokios: nepakankama mokytojų kompetencija, susijusi su vaikų, turinčių specialiųjų poreikių, mokymosi procesu, tėvų rūpinimosi stoka, paramos iš socialinių institucijų, vyriausybės ir atitinkamų specialistų inkliuzinėje mokykloje trūkumas. Bengkaloje mokiniai, turintys klausos sutrikimą, inkliuzinėje mokykloje būna kartu ir bendrauja su girdinčiais mokiniais. Savo unikalaus bendravimo būdo gestų kalba dėka ir padedami specialiojo asistento (mokinių, turinčių klausos sutrikimą, gestų kalbos vertėjo), jie kartu su mokytoju ir girdinčiais mokiniais įsitraukia į klasės diskusiją.

Tyrimas rodo, kad visi keturi dalyviai jautė labiausiai trukdančius rizikos aspektus. Rizikos faktoriai buvo skurdas šeimoje, sunkumai suprantant žodinę kalbą bei mokomąją medžiagą ir emocijų sutrikimo pasekmės. Dėl skurdo šeimoje jie negalėjo įsigyti mokyklai reikalingų daiktų, tokių kaip tinkama mokyklinė uniforma, ar atsinešti kišenpinigių į mokyklą. Mokymo ir mokymosi kontekste kliūtys tapdavo dar sunkesnės, kai su mokiniais, turinčiais klausos sutrikimą, negalėdavo dirbti specialusis asistentas (gestų kalbos vertėjas), todėl jie nenorėjo mokytis klasėje be jo pagalbos. Mokiniai, turintys klausos sutrikimą, teigė už mokyklos ribų taip pat patiriantys kliūčių bendraudami su girdinčiais žmonėmis, ypač su tais, kurie nesupranta gestų kalbos. Jie taip pat patiria sun-

kumų valdant emocijas, dažnai jaučiasi nestabilūs, lengvai įsižeidžia, supyksta, dažnai būna nusivylę. Jie pykdavo, kai jų norai neišsipildydavo.

Nors mokiniai, turintys klausos sutrikimą, jautė daug sunkumų mokykloje ir (ar) kasdieniame gyvenime, jie sugebėdavo save įtikinti, kad yra stiprūs ir sugeba įveikti sunkumus. Jie sugebėdavo mokytis, žaisti ir užsiimti įvairia veikla su girdinčiais vaikais mokykloje ir už mokyklos ribų. Mokiniai taip pat prisijungė prie tradicinės šokių grupės „Janger Kolok" (Balio šokis su specifiniu dainavimu, atliekamas kurčiųjų ar *Kolok* grupės), kad galėtų išreikšti savo talentus ir specialiuosius gebėjimus. Jie tiki, kad malda ir dėkingumas visagaliam Dievui padės jiems įgyti jėgų įveikti sunkumus ir kad visagalis Dievas jiems turi geriausią ateities gyvenimo planą. Dalyviai teigė, kad jų tėvai ir šeima yra stiprybės šaltiniai įveikiant sunkumus, iškilusius mokykloje ir už jos ribų. Mokyklos direktorė, mokytojai, specialieji pedagogai, jų kaimo suaugusieji vaikams taip pat suteikia motyvacijos ir padeda moksle bei užklasinėje veikloje.

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RISKS AND RESILIENCE OF STUDENTS WITH HEARING IMPAIRMENT IN AN INCLUSIVE SCHOOL AT BENGKALA, BALI, INDONESIA

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Abstract

This phenomenological study describes some risks and sources of resilience of students with hearing impairment in an inclusive school at Bengkala, Bali, Indonesia. The data were obtained from four students with hearing impairment, and some related key informants, through semi-structured in-depth interview and observation. The steps of analyses followed a phenomenological research approach. The result of the study shows that (1) there are three serious risk factors, namely family poverty, student's difficulties in understanding verbal language and learning materials, and student's emotional distortion; (2) there are five personal sources of resilience, they involve self-efficacy, cooperation skills, talents or special skills, gratitude, and positive hope; (3) there are four social support sources of resilience, they are family, school, peers, and community. This study also discussed an attempt to improve the success of children with hearing loss through developing psychological and social functioning, and enhancing achievement in inclusive schools.

Keywords: *risk and resilience; student with hearing impairment; inclusive school; social support; psychological resilience; deaf education.*

Risks and Resilience of Students with Hearing Impairment in an Inclusive School at Bengkala, Bali, Indonesia

Educational observers and interested others around the world have a strong interest in the education of children with special needs. (Alothman, 2014; Tiwari, Das, & Sharma, 2015). The World Conference on Special Needs Education, held in Salamanca, Spain in June 1994 became one of the frameworks

of inclusive education. Attended by representatives from 92 governments and 25 international organizations approved a dynamic new statement on the education of all children with disabilities, who called for the inclusion of norms. In addition, the Conference adopted a new Framework for Action, the guiding principle is that ordinary schools should accommodate all children, regardless of physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994).

All educational policies, the Framework said, should establish that disabled children attend environmental schools' which will be attended if the child has no disability. Salamanca's statement about inclusive education (UNESCO, 1994) and the other world educational conventions appeals to the members of United Nation for bringing Educational for All (EFA) into reality, providing educational access for every community without discrimination, as well as implementing inclusive education to eradicate the barrier of children with the special needs to get education in regular schools along with normal children.

As a response to the Salamanca statement, the Indonesian Government has issued new government regulations and policies to support the implementation of inclusive education in Indonesia. The first national conference on Inclusive Education in Indonesia was held in 2004 and known as *Deklarasi Bandung* it constitutes support from some Indonesian education observers towards the implementation of inclusive education (Bandung Declaration, 2004). In some countries inclusive education is a special concern (Ballard, 1999; Salvia, Ysseldyke, & Witmer, 2012) regarded as an approach to supporting children with disabilities within public educational settings or public schools (Florian, Rouse, & Black-Hawkins, 2016; Fulcher, 2015). Internationally, this inclusive approach supports and welcomes diversity amongst all learners (UNESCO, 2001). In the context of Indonesian government policy, inclusive education is an education system that provides opportunities for all learners who have learning needs and have special intelligence and/or talents enabling them to follow education or learning in the educational environment along with learners in public schools (Ministry of the National Education Republic of Indonesia, 2009). The implications for designated public schools in Indonesia are that providers of inclusive education must make adjustments in terms of their curriculum, educational facilities, and infrastructure, as well as the development of learning systems tailored to students with the specials needs.

Some authors and observers of special needs education argue that the model of special needs education is more dominated by an individual approach which is an orthodox model (Reindal, 2008). Model of social disability (Oliver, 1983; 2013) or relational disability (Reindal, 2008) as in inclusive education programs is a model that is more suited to the issue of anti-oppression and discrimination

against children with special needs. The idea behind the social disability model comes from the Fundamental Principles for the Disability document first published in the mid-1970s (UPIAS 1976, as cited by Oliver, 2013), which states that we are not defective by our damage but by the crippling barriers we face in society. Placing a child with special needs in an inclusion school means removing the line between children with special needs and normal children.

Previous research results show that the administering of inclusive education in Indonesia needs serious attention. Sunardi and Sunaryo (2011) recorded that the implementation of inclusive education in Indonesia had decreased in quality. Therefore, more serious government attention is needed including the commitment of teachers and community support. Accordingly, Mudjito, Hrizal, and Elfindri (2012) wrote that there were too few inclusive schools in Indonesia when compared to the total population of children with special needs. Sunardi, Gunarhadi, and Yeager (2011) reported that some inclusive schools had failed to apply adjustments to the curriculum, or to provide facilities to support the learning process. Further they did not have art and sports activities as well as vocational education for children with special needs. A study by Tarnoto (2016) showed that the problems faced by inclusive schools are linked to teachers' competence in developing an appropriate learning process for children with special needs, the lack of parental care, poor support from social, government, and related professionals within the inclusive school.

Children having a hearing impairment, experience major discrimination from obstacles within their community. (Young, Green, & Rogers, 2008). Hearing impairment in children tends to be associated with obstacles in psychological and socio-emotional development, along with their achievement of full potential (Young, Rogers, Green, & Daniels, 2011). A child with hearing impairment in an inclusive school is more able to appreciate the integrated nature of society in general. However, some studies and scientific literature note that there is apprehension amongst educational practitioners and policy makers, indicating that children with hearing impairment may experience problems in adjusting to obstacles or psychological obstructions if they entered an inclusive school (Sari, 2007; Hallahan & Kauffman, 2004; Anita, Jones, Reed, & Kreimeyer, 2009; Anita, Reed, & Shaw, 2011).

The preliminary study results at inclusive school 'SDN 2 Bengkala' (one of the Public Elementary Schools at Bengkala), showed that students with hearing impairment in this inclusive school mingled and interacted well with students without hearing impairment. With their unique communication style through sign language along with their special teacher (the translator for the students with hearing impairment), they were involved in class discussion together with their teacher and other students who had normal hearing. These students with

hearing impairment were able to show their achievement in a dancing contest, athletics, painting and other skilled activities. In the academic field, their ability was 'good enough' and they could compete with other students without hearing impairment. One student with hearing impairment had very good mathematic ability. This phenomenon shows that students with hearing impairment in this inclusive school are different from other common students with hearing impairment who are vulnerable to self-adjustment problems or hampered in their development and achievement.

The students with this hearing impairment in this school can demonstrate their achievements in dancing, athletics, painting and other skilled activities. In the academic field, there is one student who has good enough ability. Based on information from teachers at school, one of the students with hearing impairment is like and pursue mathematics subjects and successfully achieves good learning outcomes. The results of this study are one of the reasons to suggest that children with hearing impairment in these inclusion schools have resources as strengths although on the other hand deal with a variety of problems and disabilities due to hearing impairment. This result indicates that they are children with hearing loss who succeed to rise from their limitation, they are resilient children.

In general terms, resilience is defined as a capacity to respond, defend, or succeed in one's development and to control the situation whilst being under pressure or in difficulties. (Bernard, 2004; Yates, Tyrell, & Masten, 2015; Rutter, 2012). Resilient children are those who can adapt and are quick to adjust to difficulties or failure (Garmezy & Streitman, 1974; Luther & Cicchetti, 2000) They able to learn, to play, to love well, be positive and have hope for the future (Bernard, 2004). Resilience theory has two dimensions. Firstly, a factor that counters influences towards risk factors becoming obstructions. The second is a protective factor that supports the development of resilience (Bernard, 2004; Masten, 2014; Rutter, 2012; Zimmerman, 2013; Zolkoski & Bullock, 2012; Yates et al., 2015). Protective and risk factors are dynamic units which fluctuate based on context, so they could also lead to different resilience results (Zolkoski & Bullock, 2012). Resilience becomes optimal when all the protective factors of the socio-ecological model (i.e. individual, family, and community) are strengthened (Bernard, 2004).

The term resilience, in the context of students with hearing impairment, emphasises the pupils' successful navigation of disturbances in daily life, whilst managing their condition of hearing loss, and other conditions that obstruct or paralyse function, or separate them from their surroundings (Young et al., 2008; 2011). To be resilient, the children with hearing impairment need opportunities to develop abilities as protective sources through experiences in overcoming

risks and to manage their required responsibilities and actions (Young et al., 2011; Anita et al., 2011; Greenberg, Lengua, & Calderon, 1997). Studies conducted in recent decades tend to classify children with hearing impairment as individuals who are at risk or who are vulnerable to encounter failures in education, self-adjustment and development (Luckner & Stewart, 2003 in Luckner, 2011). Nevertheless, also cannot be denied if the quality of learning in the classroom (Arianto, 2013), poor handling of children (Membela, 2016), relationship characteristic of children with learning space (Yosiani, 2014), intrapersonal communication patterns (Karnigtyas, 2014), and social support also affects the development of children with hearing impairment. Meanwhile, the studies concentrating on the existent resources and power support the students with hearing impairment to develop optimally and develop their achievement are limited (Luckner, 2011).

This study was aimed at revealing sources of resilience used by students with hearing impairment at an inclusive school, SDN 2 Bengkala. Also, how these were used in overcoming difficulties and in gaining achievement. Particularly, this study was intended to describe (1) the manifested risks of students with hearing loss at an inclusive school, (2) the ability, skills and/or personal characteristic of students with hearing loss at inclusive school in facing difficulties, the development and gaining of achievement, and (3) external sources supporting achievement and optimal development.

Method

Participants

This study was conducted at an inclusive elementary school named SDN 2 Bengkala in Buleleng Regency, North Bali. The participants were chosen purposively and constituted four students with hearing impairment. They consisted of three female students and one male student. Two were seven-year-old female students and one was a twelve-year-old female student. The male student was eleven-year-old. The participants had suffered from hearing impairment since they were born, with a hearing impairment level of more than 91 dB, or in the category of profound loss (Moores, 2001).

Additionally the study used key informants including (1) the school principle, (2) chosen teachers who had five years teaching experience in this inclusive school, (3) two special supervisors, (4) the parents of the students with hearing impairment, (5) students without hearing impairment in the same class with the participants, (6) participant's peers outside the school, and (7) public figures in Bengkala village, namely the head of the village and adults from communities within the participants broader neighbourhood.

Procedures

The study was conducted using a qualitative phenomenological methodology (M. Gall, J. Gall, & Borg, 2003). In accordance with the phenomenological approach, data were obtained through the use of semi-structured in-depth interviews and observation with field notes.

Semi-structured in-depth interviews are conducted with the aim of obtaining spontaneous information from the participants. Some protocol questions were developed about participants' perceived constraints, the nature of their personality and character as well as the forms of support available from people around. These used to ensure that the questions were unbiased within the purpose of the study.

The researcher (first author) attempts to develop personal relationships with participants, using active listening skills and encouraging participants to analyse their answers. This strategy helps to determine when to follow the appropriate interview protocol and when to deviate by following the lead participants. This approach succeeded in getting all participants with hearing impairment to share their feelings, thoughts and experiences spontaneously, without any undue anxiety. Each participant was given the opportunity to choose his or her own fictitious name before the start of the interview. The interview process was conducted by inviting two sign language translators who were special assistant instructors for the children with hearing impairment in the participant schools. They translated the questions from the researcher given verbal language (first author) into sign language for the participants, and vice versa.

The interview was conducted over two to three meetings for each participant and with the key informants. Each meeting took one to one and a half hours. All interviews were transcribed and audiotaped. Passive participant observation was also held in line with the interview and also transcribed. The observation took place in a natural field setting, namely in the class during the process of learning and outside the class during break hours and extracurricular time (i.e. sports and arts activities and skilled section). In addition, the researcher maintained a field diary with entries from his observations, reactions, and impressions of all stages of data collection and these were transcribed. He also identified his biases and prejudices, both before and during the data collection, in an attempt to reduce any flaws in interpretation. Reflecting on all of these field notes helps the interviewer to set aside his biases and assumptions as much as possible.

The procedure of theme analysis is done by performing the triangulation process from all respondents based on scripts from semi-structured in-depth interview, observation with field notes and then analyzed (Flick, 2004; Taylor, Bogdan, & DeVault, 2015). Data is validated if it meets at least three triangulations from information sources (Thurmond, 2001; Torrance, 2012).

Data Analysis

An analysis of all the data was carried out within a qualitative phenomenological approach (Creswell, 2007, pp.159-160). The analyses of the data were conducted in tandem with the process of data collection. The first step of analysis involved arranging significant statements as a list and then grouping them. Content that described the situation and condition or things creating obstructions, obstacles or difficulties experienced by the students with hearing impairment in pursuing education or in daily life, were classified as risks. Content that described personal characteristics, competence or skills promoting a positive impact to the development and achievement or used by participants to become resilient students, were classified as the personal sources of resilience. Content that described social environmental characteristics that contribute to participants' development of the capability to become resilient were classified as social sources of resilience. The next step was to identify codes that were suitable with the participants' statements when expanded. These codes were then grouped according to their similarities and some codes which were in the same direction were combined or refined for further data management. Every new cluster formed was labelled and categorised (i.e. risk factors and sources of personal resilience or social support sources of resilience). Detailed descriptions obtained from findings has been presented to help readers in making a decision and in applying the result to other populations or situations having similar characteristics. The authenticity of the research was ratified through prolonged engagement with respondents, triangulation, and member checking, as well as creating dependability and an audit trail as explained by Guba & Lincoln (1989).

Results

The risk

Risks are defined as the situation, condition, or innate and environmental characteristics resulting in negative impacts on achievement and development. The study shows that the most disturbing aspects of risk were felt by all four participants. The risks involved family poverty, difficulties in comprehending verbal language as well as comprehending learning materials, and the effects of emotional disorder.

Family poverty

The participants of the study stated that the financial condition of their family was not good. This poverty created challenges and obstacles for their education. Family poverty meant that the participants could not have their educational needs met, such as proper school uniforms, and having money to

buy things at school. LS described (through sign language translation by the special assistant instructor):

> *Tiang tusing taen bekeline jak i meme, dot meli baju baru, sepatu ang-gon masuk sing taen bange pis…* (My mother very seldom gives me money for snack when I went to school, I also want to have some nice new clothes, new shoes to go to school, but my parents do not have enough money for it)

Difficulties in understanding verbal language and learning materials

The participants expressed their difficulties when communicating through verbal language. They found learning materials difficult to understand because most of the materials were delivered by their teacher using verbal language. Obstacles were also experienced when working in a study group with other students without hearing impairment. Those obstacles became more difficult when their special teacher (signer) was not able to supervise them, thus they did not want to learn in the class without being accompanied by their special teacher. Outside school they expressed that they faced obstacles in communicating with hearing people, especially to those who could not understand sign language.

Emotional disorder

The participants expressed their difficulties in managing their emotions and that they often felt unstable, were easily offended, quick to become angry and often disappointed. They were angry when their wishes were not fulfilled. They were frustrated and disappointed when their friends, or other people without hearing impairment did not understand them when they communicated in sign language. The class instructor described:

> *"Anak-anak tuli di sekolah ini cenderung mudah marah, mudah tersinggung apalagi ketika dia mau bicara tetapi tidak dimengerti, pernah beberapa kali Rs. (the participant) keluar dari ruang kelas (saat pelajaran berlangsung) karena tidak mengerti pelajaran yang diberikan menggunakan bahasa verbal, karena waktu itu guru pendamping khususnya berhalangan datang ke sekolah…"* ("The students with hearing impairment in this school tend to be easily angry, especially when he wants to talk but not understood, ever several times Rs. (the participant) walk out of the classroom (during the lesson) because they did not understand for the lessons which given in verbal language, because at that time the special assistant of the student with hearing impairment were unable to come to school…")

The personal sources of resilience

The results of the study show five types of sources of personal resilience that constitute personal characteristics, competence as well as skills that form the abilities of the four participants in overcoming difficulties faced in education and daily life or in developing optimally and in gaining the achievement. The dominant sources of personal resilience are self-efficacy, cooperation skills, talent or special skills, gratitude, and positive hope.

Self-efficacy

The participants believed that they had the ability to cope with their difficulties, obstacles, and challenges in education and in everyday life. Participant expressions that illustrated self-efficacy as a resource that reinforces them in the face of adversity, such as AR's statement (the participant), was through sign language translated by the sign language assistant, which defines that:

"Melajah di sekolah keweh, jumah masih meme lan bape keweh, ngomong ngajak anak len keweh, namun tiang yakin tiang bisa mengatasi, tiang kuat..." (The school activities are difficult for me, so do to learning at home activity, I am also feel difficulty communicating with other people (normally). But I'm believe I can survive for that all, I'm a strong...")

The participant described the many difficulties he found at school and in everyday life, but he believed that he was a strong child being able to resolve these difficulties properly.

All four of the participants said that in the many difficulties experienced in education and/or everyday life, they were able to convince themselves that they were strong, and able to overcome these difficulties in either field. Using self-confidence, they felt the difficulties were perceived as lighter and more easily passed over. Their belief in self-efficacy helped them to pass over the difficulties in education and life with good results.

Cooperation

The limitations in hearing and speech did not restrict the participants in undertaking activities together with their non-deaf friends. Although experiencing communication difficulties, they were able to learn, play, and take part in activities together with non-deaf children at school and outside school. AS (the participant) stated by sign language (translated):

Tiang biase melajah, meplalianan di sekolah jak timpal kolok, timpal normal. Mekejang timpal ngajak tiang. Tiang masi sesai milu melajah

bareng-bareng, gotong royong, ngayah di pura ngajak mekejang.. ("I am eager to learn or to play at school with all of my friends, both the deaf and the students without hearing loss. My friends and people outside the school do not reject me. I like to take part in mutual cooperation activities, religious rituals, and other activities together with other villagers".)

A similar statement was made by LS (the participant) by revealing:

Tiang melajah meplalianan ngajak timpal di sekolah, dijumah masi, meskipun kadang-kadang nganggo bahasa isyarat dogen.. ("... I can hang out with anyone (friends) at school and outside school (in residential neighborhoods) even with the communication as it is (with a gesture) ...")

Teachers, friends at school and villagers around the participant's residence justify this condition. They acknowledge that these children are open to connecting and interacting with other school or community members. They are also known as diligent children, they often help and take part in school and village activities.

Talent or special skills

All of the participants described their talents and special skills. LS (the participant) brought out her talent in painting and dancing. AR (the participant) expressed that he was good at athletics and art photography. According to RS (the participant), she was developing her talent in painting and dancing, and she also started to practice using information technology. AS (the participant) is talented in dancing and good at mathematics. All of the participants said that they had joined a traditional dance group, known as Janger Kolok (Balinese dance with typical singing performed by a group of deaf people or Kolok). Their talents and special skills have enabled them to gain achievement. These achievements had made them confident and proud of themselves.

Gratitude

The participants described that they were grateful about their condition although they were born as deaf children and had other difficulties. They stated that through their gratitude they could soften their anger and disappointment about having a disability of hearing loss and some limitations in verbal communication. They showed their gratitude through praying and following religious rituals (Balinese-Hindu) organised by their family and the people in their village. They believed that praying and being grateful to Almighty God would give them power to face their difficulties. They believed that Almighty God has his best plan for their future life.

Positive hope

The participants recounted their hope to finish their education in this inclusive school and continue to the higher level of education (Junior and Senior High School) in order to get a job, earn some money, and make their parents happy. All of the participants had set up their future goals. For example, LS (the participant) described by sign language (translate by special assistant teacher):

"..yen tiang be tamat uli SD, tiang dot masuk ke SMP (SMPLB) terus masuk. Pang ngidaang tiang dadi pelukis ane sugih..." The participant says, she wants to continue her study up to the special junior high school (SMPLB) and to the higher level of education. And her future goal is to be a great painter

RS (the participant) also described (by sign language):

"...tiang dot masuk di sekolah SMK, tiang dot dadi potografer jak megae komputer....

The other participant expressed she would like to continue her education in the technological vocational school, because she would like to work as a photographer and computer operator. The parents of the participants have stressed that, despite their deafness, their children have strong expectations for their further education. They express sadness when they hear the future ideals of their children. The Mother of RS describe:

"Niki panak tiange Rs dotne ngelanjutang sekolahan pang ngidaang kone dadi tukang foto, pang ngidaang kone membantu meme jak bapane, kadang-kadang mekite ngeling tiang mirengang..." (She said that want to continue education to a higher school in order to become a photographer. He hopes one day can support the family economy. I want to cry to hear it ... ")

Social support, sources of resilience

Sources of resilience through social support within the participants' social environment have positive characteristics and give a positive impact towards their ability in overcoming their difficulties. They can rise above their limitations and can show an optimal achievement and development. Four environments were identified as social support sources of resilience, namely family support, school support, peer support, and community support.

Family support

The participants described that their parents and family were the sources of power in overcoming difficulties involved in and outside the school. They

expressed that their parents were the figures who had the most understanding and who always accompanied them in facing difficulties at school and in their life. Their parents were the source of their motivation whenever they felt tired in trying to overcome the difficulties in learning and doing activities with their hearing friends inside or outside the school.

Other members of their family, for example their brother and sister and other relatives were the people who strengthened them in facing their difficulties. The participants also recounted that all of the members of their family encouraged them and wanted them to become successful people, even though many difficulties were experienced. The strong support towards education, the expansion of their talents and skills were encouraged from all family members. Parental support is also explained by the school principal. The principal described:

"Orang tua dari anak-anak tuli bisu yang sekolah di sini memberikan perhatian yang baik terhadap keberlangsungan pendidikan anak-anak mereka, paling tidak seminggu sekali mereka (orang tua anak tuli bisu) datang ke sekolah untuk menanyakan bagaimana anak-anaknya belajar di kelas... secara rutin setiap satu bulan sekali pihak sekolah juga mengundang para orang tua anak tuli bisu untuk datang ke sekolah untuk mendiskusikan perkembangan anak-anaknya..." (The parents of the hearing impairment students pay the good attention to the continuity of their children's education, at least once a week they (the parents) come to school to asked how their children are studying in the classroom ... regularly every once a month the school also invites the parents to discuss the development of their children ... ")

One respondent described in her transcript; parents of hearing impaired students are enthusiastic following inclusion at this school. They have shown good cooperation demonstrating their strong desire for the successful education of their children in inclusive schools.

School support

Participants said that adults at school (principal, teacher, and special teacher for a student with hearing loss or hearing impairment) had motivated the children and helped them in both learning and extracurricular activities at school. Participants expressed that all of the teachers at school were patient in teaching and guiding them, especially their special teacher. The special teachers helped them in overcoming difficulties and obstacles in understanding learning materials, and when they were learning with their friends without hearing impairment. The participants said that the teachers had led them in enhancing their talents, hobbies, and skills so that they could gain some achievement by winning competitions.

Peers support

The students with hearing impairment stated that they got support, thoughtfulness and care from their peers inside and outside the school. At school, the participants were often helped by hearing students when they were facing difficulties in understanding learning materials. They did not feel excluded from students who non-hearing impairment in play, learning and other activities. The participants said that a strong solidarity had been created amongst the students with hearing impairment in school and those who had finished their study and who were in employment. All participants expressed they were inspired by their hearing-impaired peers who had successfully completed school and had got a job.

Community support

The participants recounted that adults in their village (both the adults with hearing impairment and without hearing impairment) cared about them and their education. They also gave support, encouragement and motivation to the participants to pursue their education properly. The participants described that society did not discriminate them. They had participated together with other people at Bengkala village in an art performance of Janger Kolok Dance in regional and national levels. They had also performed abroad.

The participants said that they had received a governmental grant and some aids from the Society that organises the education of deaf children from around the world. The local government of Bengkala had provided instructors for them. They said that they had received a grant for their education from the central government as well as aids from the social foundation for Indonesian children with hearing loss and other foundations from other countries.

Discussions

The results of the study indicated that there are three major factors that challenge participants in achieving success in education, development, and life generally. These factors are family poverty, difficulties in understanding verbal language and learning materials, and emotional disorder. The findings show that the difficulties or risks experienced by the participants occur cumulatively. They involve negative personality traits which are related to the emotional disorder. At the family level, this involves the condition of poverty. In a school environment, it involves the limitation of teacher and teaching resources which will have an impact on the understanding of learning materials.

In an effort to help the hearing-impaired students to enhance their psychological and social functioning as well as their learning achievements

through a teacher, counselor or other professionals, the inclusive school needs to understand the risks that these children are experiencing in their school and in their life. In resilience theory, the apprehension of and preparation for, the management of risk is as important as the apprehension of protective and promotable resilience. Risks and risk analysis should be managed to arrange interventions that can minimize the negative impact of those risks (Yates et al., 2015; Noltemeyer & Bush, 2013; Rutter, 2007; Suranata, 2015). Similarly, in the context of hearing impaired children, risks and risk mechanisms should be comprehended also (Anita et al., 2011; Young et al., 2011).

In most cases people often consider the hearing impairment as the source of susceptibility, failure or disability, and it is considered as the source of problems faced by children with hearing impairment. In a study of literature, Young et al. (2008) opine that hearing impairment could be a risk indicator, but it does not become the risk mechanism automatically. Rutter (2007) explains the proximal risk mechanism. It is said that the interaction between trait and environmental context as well as an occurring process lead to some risks. Although many studies and scientific articles show that hearing loss is associated with poor outcomes, such as emotional disorder, low learning achievement, drug abuse, etc., it is not the same to say that the hearing impairment constitutes the risk factor that causes those poor outcomes (Young et al., 2008; 2011). Arnold (1999) states that psychological pressure put on hearing impaired children to emotional disorder. Hearing impairment may contribute to emotional disorder, but that fact is only as a result of an incorrect diagnosis. This is not the same as saying that emotional disorder occurs as a result of hearing impairment. It is predicted that there are other conditions that give rise to psychological pressure and contribute in provoking the emotional disorder directly (Arnold, 1999), like socio-economic conditions or genetic factors.

Previous studies noted factors that hamper the learning readiness and achievement of hearing impaired students were namely the learning method they receive at school, such as no literacy therapy. This causes students with hearing impairment difficulties in understanding lessons through verbal method, a lack of facilities for children with special needs, teachers who do not have not competence, and teaching methods which are not suitably adapted for hearing impaired students (Cakraningrat & Fakhruddiana, 2015). Accordingly, Micucci (2015) also notes that hearing impaired students enrolled in inclusive schools with oral/verbal learning methods tend to present difficulties in understanding the lesson in inclusive classes. Meanwhile, in a number of studies, it is noted that family poverty or a low socio-economic status becomes one of the risks which trigger problems related to psychological pressure and emotional disorder, maladjustment, and low of achievement (Heaton, 2013; Çelik, Çetin, & Tutkun, 2014; Noor & Alwi, 2013; Mulloy, 2011; Winders, 2014).

The findings also indicate the importance of a variety of opportunities for hearing impaired students in inclusive schools in order to enhance their self-efficacy, cooperation and interpersonal skills and gratitude. Also, to enhance the development of their talents and special skills as well as to develop optimism and positive hope about themselves their education, and future goals. A positive self-image boosts the participants positivity towards themselves and their abilities in facing difficulties. In support of this idea Bandura (1994) mentions that self-efficacy is the belief in one's personal ability resulting in effort and motivation to achieve, including overcoming difficulties or obstacles in life. Resilient children have a belief in their abilities to overcome obstacles or difficulties in their lives (Bernard, 2004). There is a consistency between the result of the study and previous studies and scientific literature stating that self-efficacy is a psychological factor or dimension contributing strongly to resilience (Werner, 1993; Masten, Hierbers, Cutuli, & Lafavor, 2010; Wu et al., 2013; Crawford, 2006; Banatao, 2011; Martin & Marsh, 2008; Sagone & De Caroli, 2013), and in the context of students with hearing impairment (Young et al., 2008; Brice & Adams, 2011; Micucci, 2015).

Participants were able to show good cooperation skills, that they can work together in a group both with their peers and with adults with and without hearing impairment in their community (i.e. inside or outside the school). Obstacles in understanding verbal language did not obstruct them to work in a team with others (students without hearing impairment). This finding answers some previous researcher's worries and that of scientific literature noting that children with hearing loss who are enrolled in an inclusive school could experience serious problems in adjusting to students without hearing loss and they could be isolated (Mudjito et al., 2012; Tarnoto, 2016; Young et al., 2008; Anita et al., 2011; Sari, 2007; Hallahan & Kauffman, 2004).

The participants of the study conveyed that through gratitude, they could develop a positive view of themselves and difficulties that they were facing. Being grateful to Almighty God had given them the power to muffle negative emotions arising from the impact of pressure and challenges they faced. They felt gratitude that they had developed important attributes that had boosted them to be resilient children. This finding is consistent with studies showing that having a grateful attitude drives individual to imbibe a positive emotional response to themselves and their environment (McCullough, 2000; Hwei & Abdulah, 2013). Being grateful to Almighty God corresponds to a spiritual and religious attitude and belief (Javanmard, 2013; Hill & Pargament, 2003), that promotes a particular religious ritual (Hill et al., 2000). Some previous studies also record that gratitude (Hwei & Abdullah, 2013) and religious attitudes (Javanmard, 2013) respectively predict the level of resilience.

The participants gained achievement in undertaking their talents or special skills. These had been developed through the support of their social environments (i.e. family, school, and community). The achievement helped them in expanding their self-confidence as well as nurturing a better future hope. Researchers, focusing on resilience, agreed that the experience in gaining achievement and having a chance to develop talents or skills contributed to the expansion of self-confidence and the promotion of future goal for some children and adolescents (Yates et al., 2015; Masten, 2014).

The participants expressed their positive hope for their education and future goals. They also believed that they would have a better future. They were able to arrange their plans to continue their studies and realise their future goals. Their objectives and aspirations for a better future are an expression of intrinsic motivation leading to the healthy development and promoting resilience (Bernard, 2004; Banatao, 2011; Çelik et al., 2014; Lee, Cheung, & Kwong, 2012).

The findings also indicated that it was important to foster a positive social environment climate from their family, school, peers, and community (i.e. supporting, care, giving a chance to participate and non-discriminatory) and/or the social support sources of resilience, promotion of psychological development, self-adjustment, and achievement within the inclusive school. This finding is consistent with resilience theory from Bernard (2004) as well as results from studies and scientific literature (Zolkoski & Bullock, 2012; Çelik et al., 2014; Anita et al., 2009; 2011; Cakraningrat & Fakhruddiana, 2015; Micucci, 2015; Williams, 2011).

Social culture in family, school, and community at Bengkala village supports the participants in adjusting and developing themselves properly. The parents of the hearing-impaired students, the teachers in this inclusive school, in which most of them come from Bengkala village, and the villagers of Bengkala, preserve the conservative culture from their ancestors who believed that deaf children should be taken care of and appreciated. That belief forms their values, positive attitudes, and perceptions towards hearing impaired children. They recognise feelings of guilt if they ignore or treat the children inappropriately. The culture of the family and society is in accordance with the guidance of action policies recommended in the renovation of the education system into inclusive education (UNESCO, 2009). Similarly, the index for inclusion noted in Booth and Ainscow (2011) states that the implementation of inclusive education needs an inclusive culture in the classroom, school, and community where the students with special needs receive their rights to get equal education, a chance to participate, socialise without discrimination, and receive appropriate support to develop themselves and gain achievement.

The participants expressed that they were greatly encouraged to continue their education because of the fact that they saw their friends who had finished

their education and had been working and earning some money. They became more convinced that being deaf was not an obstruction in their aim to gain an education and future goals. Our research shows that the social model of inclusion shown by the participant's friends who are also hearing impaired, have given them a positive influence towards the development of self-efficacy and positive hope for their future. It is in accordance with social learning theory by Bandura (1986; 1994) in which self-efficacy can grow and develop through experiences provided by the social model.

Conclusions

This study describes some risks and resilience sources of four students with hearing impairment at an inclusive school. The results of the study show that there are three kinds of serious risks felt as some conditions that raise challenges and obstacles for the participants to be successful in education and their lives. The risks are, family poverty, difficulties in understanding verbal language as well as learning materials, emotional disorder. There are five kinds of personal sources of resilience used by the hearing-impaired students in order to be successful in resolving their difficulties and other challenges in education and in life. They are self-efficacy, talents or special skills, cooperation skills, gratitude, and positive hope. The sources of personal resilience develop in line with four positive characteristics of their social environment or social support sources of resilience. They are supported by family, school, peers, and community.

The result of the study presents some information to educators, counselors or psychologists as well as other professionals who work with hearing impaired children in inclusive schools. This helps to activate and promote sources of resilience (sources of personal resilience and social support sources of resilience) that determine the success of children with hearing loss / impairment in facing difficulties or challenges that threaten their psychological development, social functioning, and achievement. The result of the study supports the theory highlighted by previous studies and scientific literature that show the availability of positive characteristics from their surroundings (i.e. family, school, community, and peers) These assist by giving a positive contribution to the development of personal resilience sources for the young people. The findings also indicate that the development of talents and interests in extracurricular activities, optimising the special teacher (sign language translator) role, and the improvement of curricula and learning methods are important to support the success of the education of hearing impaired students in inclusive schools.

Conflict of interests

The authors declare no conflict of interest.

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RISKS AND RESILIENCE OF STUDENTS WITH HEARING IMPAIRMENT IN AN INCLUSIVE SCHOOL AT BENGKALA, BALI, INDONESIA

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Summary

This article discussed some risks and sources of resilience of students with hearing impairment in an inclusive school at Bengkala, Bali, Indonesia. We using phenomenological study to analyses serious risk factors, personal sources of

resilience, and social support sources for students with hearing impairment. Three female students and one male student as subject of our research.

Inclusive education programs are a model that is more suited to the issue of anti-oppression and discrimination against children with special needs. However, implementation of inclusive education in Indonesia had decreased in quality and failed to apply adjustments to the curriculum, or to provide facilities to support the learning process. The problems faced by inclusive schools are linked to teachers' competence in developing an appropriate learning process for children with special needs, the lack of parental care, poor support from social, government, and related professionals within the inclusive school. In Bengkala, students with hearing impairment in this inclusive school mingled and interacted well with students without hearing impairment. With their unique communication style through sign language along with their special teacher (the translator for the students with hearing impairment), they were involved in class discussion together with their teacher and other students who had normal hearing.

The study shows that the most disturbing aspects of risk were felt by all four participants. The risks involved family poverty, difficulties in comprehending verbal language as well as comprehending learning materials, and the effects of emotional disorder. Family poverty meant that the participants could not have their educational needs met, such as proper school uniforms, and having money to buy things at school. In teaching and learning context, the obstacles became more difficult when their special teacher (signer) was not able to supervise students with hearing impairment, thus they did not want to learn in the class without being accompanied by their special teacher. In outside school students with hearing impairment expressed that they faced obstacles in communicating with hearing people, especially to those who could not understand sign language. They also difficulties in managing their emotions and that they often felt unstable, were easily offended, quick to become angry and often disappointed. They were angry when their wishes were not fulfilled.

Nevertheless, students with hearing impairment felt many difficulties experienced in education and/or everyday life, they were able to convince themselves that they were strong, and able to overcome these difficulties in either field. They were able to learn, play, and take part in activities together with non-deaf children at school and outside school. They also joined a traditional dance group, known as Janger Kolok (Balinese dance with typical singing performed by a group of deaf people or Kolok) to expressed their talents and special skills. They believed that praying and being grateful to Almighty God would give them power to face their difficulties. They believed that Almighty God has his best plan for their future life. They felt their parents and family were the sources of power

in overcoming difficulties involved in and outside the school. School principal, teacher, special teacher, adults in their village for a student with hearing loss or hearing impairment also had motivated the children and helped them in both learning and extracurricular activities at school.

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