



# Navigating communication barriers: The role of family dynamics in deaf adolescents' social interaction

**Dewi Nabela Sofya El-Fikri<sup>1</sup>, Apriya Sani Maulina<sup>2</sup>, Adinda Ratu Kencana Asri<sup>3</sup>, Irma Masfia<sup>4</sup>, Zulfa Fahmi<sup>5</sup>**

<sup>1,2,3,4,5</sup> Faculty of Psychology, Universitas Islam Negeri Walisongo, Semarang, Indonesia  
Email: [zulfa.fahmy@walisongo.ac.id](mailto:zulfa.fahmy@walisongo.ac.id)

JAGC | 35

## Article

### Information:

Received:  
25 May 2024  
Revised:  
6 June 2024  
Accepted:  
12 June 2024

### Keywords:

Deaf adolescents,  
social interaction,  
parenting styles, sign  
language  
communication, skill  
development in special  
needs.

## Abstract

**Purpose** – This research aims to understand the level of interaction and the implementation of parenting patterns that can affect the lives of deaf adolescents.

**Method** – In this study, researchers used qualitative methods with case studies and explorative-descriptive. This research was conducted from February to April 2024. Data collection techniques in this research are interviews, observation and documentation. The analysis technique in this research consists of data collection, data reduction, data presentation, and conclusion drawing.

**Result** – The results of this study highlight the importance of social interaction and parenting for deaf adolescents. It was found that awareness of the subject's condition began at birth, with major challenges in communication and environment.

**Implication** – This article details the implications of parents apply more authoritarian and democratic parenting. The way of communication with fellow deaf special needs uses sign language while family or people who do not have deaf special needs uses lip language. The existence of skills owned by the subject such as sewing, pantomime, and painting may increase their confidence and fluency in social interaction by participating in competitions according to their skills.

**Originality/Value** – The value of this study lie in its nuanced exploration of the social dynamics and parenting approaches specific to deaf adolescents. The findings provide a deeper understanding of how early awareness of the condition influences communication strategies, both within the family and among peers.

**For citation:** El-Fikri et al. (2024). Navigating communication barriers: The role of family dynamics in deaf adolescents' social interaction. *Journal of Advanced Guidance and Counseling*. 5(1). 35-44. <https://doi.org/10.21580/jagc.2024.5.1.21256>.

**\*Corresponding author:** Zulfa Fahmy, [zulfa.fahmy@walisongo.ac.id](mailto:zulfa.fahmy@walisongo.ac.id), Faculty of Psychology, Universitas Islam Negeri Walisongo, Prof. Dr. Hamka Street, Tambakaji, Ngaliyan, Semarang City, Central Java, Indonesia 50185.

**Keywords:**

Remaja tuli, interaksi sosial, gaya pengasuhan, komunikasi bahasa isyarat, pengembangan keterampilan dalam kebutuhan khusus.

---

**Abstract**

**Tujuan** - Penelitian ini bertujuan untuk memahami tingkat interaksi dan implementasi pola asuh yang dapat memengaruhi kehidupan remaja tuli.

**Metode** - Dalam studi ini, peneliti menggunakan metode kualitatif dengan studi kasus dan eksploratif-deskriptif. Penelitian ini dilakukan dari Februari hingga April 2024. Teknik pengumpulan data dalam penelitian ini adalah wawancara, observasi, dan dokumentasi. Teknik analisis dalam penelitian ini terdiri dari pengumpulan data, reduksi data, presentasi data, dan penarikan kesimpulan.

**Hasil** - Hasil studi ini menyoroti pentingnya interaksi sosial dan pola asuh bagi remaja tuli. Ditemukan bahwa kesadaran terhadap kondisi subjek dimulai sejak lahir, dengan tantangan utama dalam komunikasi dan lingkungan.

**Implikasi** - Artikel ini menjelaskan implikasi dari penerapan pola asuh otoriter dan demokratis oleh orang tua. Cara berkomunikasi dengan sesama tuna rungu menggunakan bahasa isyarat sementara keluarga atau orang yang tidak memiliki kebutuhan khusus tuna rungu menggunakan bahasa bibir. Keberadaan keterampilan yang dimiliki subjek seperti menjahit, pantomim, dan lukisan dapat meningkatkan kepercayaan diri dan kelancaran dalam interaksi sosial dengan berpartisipasi dalam kompetisi sesuai dengan keterampilan mereka.

**Orisinalitas/Nilai** - Nilai dari penelitian ini terletak pada eksplorasi nuansa dinamika sosial dan pendekatan pola asuh khusus untuk remaja tuli. Temuan ini memberikan pemahaman yang lebih dalam tentang bagaimana kesadaran awal terhadap kondisi memengaruhi strategi komunikasi, baik dalam keluarga maupun di antara teman sebaya.

---

## **Introduction**

According to Syahid (Fathilda, 2023), Deaf children are children who have difficulty hearing from mild to severe. The cause of deafness can be damage to hearing instruments or inhibits the development of hearing, oral skills, or language. *Sekolah Luar Biasa* (SLB, school for students with special needs) can provide education tailored to students with special needs, including deaf children in social interaction. In this interaction, there is social contact and communication, which ultimately forms a social relationship that influences each other in the social environment. There are various aspects of social interaction, including the existence of relationships, the role of individuals as actors of interaction, the purpose of interaction, and the role and function of groups. This explanation shows that every social interaction occurs because of relationships between individuals or groups, involves individuals with certain goals, and cannot be separated from the context and role of the group. (Assuningsih et al., 2019). The factors in social interactions certainly vary from internal actors to external factors that can affect the social interactions of each individual, which include the importance of the role of parents in their parenting patterns towards children, the social environment, and relationships involving children's peers. (Munisa, 2020).

Sugihartono et al (2007) suggests that parenting is a pattern of behaviour applied to children and is consistent over time. The parenting style applied by each parent is different from one family to the other. This pattern of behaviour can be felt by the children, in terms of positive and negative. Parenting can also provide protection and education to children in their daily lives. (Suteja & Yusriah, 2017). Parenting patterns of each family are certainly different in an effort to educate their children, but if they are classified as different parenting patterns, each parent must have the same good goals for their children, as is the case with parenting patterns of parents of deaf children. Children can be said that they grow well from their parenting style, one of which is the existence of good interactions between parents and the child by providing mutual support to deaf children. (Faridah, 2021).

Parenting has various aspects, such as accepting children, fulfilling maturity demands, communicating openly, and providing positive support. (Zahara, 2018). With these various aspects, parents limit it to one thing and are divided into three aspects: authoritarian parenting, democratic parenting, and permissive parenting. In addition to these aspects, the factors that influence parenting are divided into two, namely internal factors and external factors. The internal factors are factors that come from within themselves, including: genetics, parents' age, parents' gender, children's age, and children's gender. In addition to internal factors, there are also external factors that arise from outside the individual, which affect parenting patterns from parents, among others: culture, parental knowledge, social status, and environment.

Therefore, this study aims to understand the level of social interaction and the implementation of parenting patterns that can affect deaf adolescents. This research was conducted to provide in-depth insight into the actual conditions experienced by deaf adolescents in dealing with daily life, related to social interactions and parenting patterns. This research is in accordance with previous research conducted by (Priliantini et al., 2020) entitled "Teacher's Interpersonal Communication in Improving Achievement Motivation of Deaf Adolescents", research conducted by (Citra, 2019) entitled "Patterns of social interaction of deaf children in teaching and learning activities: research at the social rehabilitation centre for persons with disabilities Cibabat Cimahi West Java", research

conducted by (Ningsih, 2018) with the title "Social Interaction of Deaf Children in Grade I at Gejayan State Inclusion School", research conducted by (Ningsih, 2018). (Fadhilah et al., 2019) with the title "Analysis of Parenting Patterns on Student Learning Motivation", research (Widiana & Ambarwati, 2018) which is entitled "Parenting Patterns of Parents Who Have Children with Special Needs (Deaf) in Boyolali", and research (Vitriani et al., 2018) entitled "Parenting Patterns of Parents Who Have Children with Special Needs (Deaf) in Boyolali". (Vitriani et al., 2018) entitled "Parenting of Deaf Children in Manga Koe No Katachi by Ooima Yoshotoki".

Ideally, deaf teenagers can interact freely without communication barriers, both with fellow deaf people and normal people. Likewise, parents of deaf teenagers provide the best parenting for their children. However, in reality, there is a big gap. Although communicating using sign language with fellow deaf people is easier, in interacting with normal people, misunderstandings often occur due to not understanding what the deaf teenager tries to convey, which hinders the deaf teenager in establishing good social interactions. Likewise, the reality of parenting patterns applied by parents tends to apply authoritarian and overprotective parenting patterns which can limit the independence of deaf adolescents.

## Research Methods

In this study, the steps taken by the researcher are start from: 1) Taking care of permits related to research subjects. 2) Collecting data using interview and observation methods with parents of deaf children, schools, and the surrounding community. 3) Analysing the data that has been collected. 4) Interpreting the results of the research. This research was conducted at the subject's home and school (SLB Swadaya Semarang). Data collection techniques used by researchers include: 1) Interviews conducted by the subject's mother and the subject's homeroom teacher. 2) Observation by observing social interactions that occur between the subject and his friends and the subject and his family.

Data analysis techniques in this study include: 1) Data Collection, namely the research team collects data by conducting interviews and observations with parents and homeroom teachers of the subject. 2) Data Reduction, which includes summarising, selecting, and filtering the main things that are relevant to find significant themes. 3) Data Display is done through narrative text or words that are easy to understand. 4) Conclusion Drawing or Verification, namely researchers make conclusions based on the data that has been processed through data reduction and data presentation.

## Results and Discussion

The first discussion is about social interaction. According to Nasdian (2015) Social interaction is the social intensity that determines how people behave and interact with each other. Social interaction is the basis for creating social relationships with a pattern called social structure. The interaction difficulties experienced by parents when parenting the subject:

The first factor is the language or way of communicating with the subject because parents and the community around their environment are still unfamiliar with how to communicate with someone who has special needs of deaf. Therefore, the subject's parents had difficulty in this factor, but the mother explained that the mother learned a lot from the subject to communicate with him,

so the mother became accustomed to it, even now among other families, only her mother can communicate with the subject because she learned a lot from the subject as well through the right way to communicate with her deaf child.

The second factor, on environmental factors, the mother said that, "...My child does not have friends around his neighbourhood. The environment also makes it difficult to take care of my child because the environment has had a traumatic impact on my child...", for example, the subject refuses where they are ordered to pray without his mother because the subject has a trauma. His mother said that once, the subject went to pray at the mosque, he, however, could not control the tone of his voice and the people around there did not understand that the subject was a deaf teenager, then at that time the subject was reprimanded by the people around him and the subject became traumatised. Parents always make efforts to explain their child's condition to the surrounding community. Although the subject's parents found it difficult, mainly due to the incomprehension of the neighbourhood, the father and mother still tried to explain in a way that they considered effective. One of the strategies used was to avoid confrontation and opt for a direct approach, by telling the neighbourhood directly that the subject was deaf. The mother stated that the trauma caused by the neighbourhood's lack of understanding of the subject's condition caused her pain. In her attempt to protect the child and ease the discomfort, the mother prefers to deal with the situation firmly and clearly. Therefore, she chose to convey information directly to the neighbourhood, hoping that with a clear and firm explanation, they would better understand the subject's condition.

The third factor is the economy, the subject's parents said that they were not too hampered by economic factors because the parents could still try as hard as they could to find the money to meet the subject's needs.

The communication carried out by deaf children such as the subject with other deaf teenagers is using sign language because he tends to understand it. Meanwhile, when communicating with other normal people, they use lip language but with a note that when conveying their intentions they must be slow. The skills possessed by the subject can improve interaction skills with the surrounding environment such as sewing, mime, and painting. Parents and educators also play a significant role in supporting and directing children to be able to develop the skills they have, such as by including them in competitions, so that they at least obtain new experiences and also continue to provide motivation and support to children to continue to believe in the skills the subject has.

This is in accordance with research conducted by (Citra, 2019) written in the results of the research he has done. It can be seen that social interactions carried out by deaf children in everyday life use sign language and in written language. The use of sign language, of course, aims to facilitate communication between deaf children such as communicating with people around them. However, deaf language is usually used with people who both understand sign language like other deaf children, then use written language or language by practicing through actions for communication between deaf children and people who do not understand sign language. Therefore, deaf children certainly need to be motivated and encouraged by the people around them. Because one of the reasons deaf children want to do social interaction is of course because of the motivating factors of the people around them.

The second discussion is about parenting patterns applied by parents. Gunarsa (Nasution, 2018) argues that parenting is nothing but a method or method chosen by educators in educating their children which includes how educators treat their students. The discussion about this parenting pattern, makes parents limit it to one thing and is divided into three aspects:

1. Authoritarian parenting.
2. Democratic parenting.
3. Permissive parenting.

Authoritarian parenting has total control, non-negotiable compliance, and restrictions on the child's expression. Democratic parenting applies the best values, works, maintains traditions, and organises the child's activities and needs. Permissive parenting provides verbal pressure, lack of communication, and restrictions on children's creativity. (Ahmad et al., 2020).

Parenting can also provide protection, and education for the children in their daily lives. (Suteja & Yusriah, 2017). Parenting patterns of each family are certainly different in an effort to educate their children, but if they are classified as different parenting patterns, each parent must have the same good goals for their children, as is the case with parenting patterns of parents of deaf children. Children can be said that they grow well from their parenting style, one of which is the existence of good interactions between parents and the child by providing mutual support to deaf children. (Faridah, 2021).

Ideally, deaf teenagers can interact freely without communication barriers, both with fellow deaf people and normal people. Likewise, parents of deaf teenagers provide the best parenting for their children. However, in reality, there is a big gap. Although communicating using sign language with fellow deaf people is easier, in interacting with normal people, misunderstandings often occur due to not understanding what the deaf teenager tries to convey, which hinders the deaf teenager from establishing good social interactions. Likewise, the reality of parenting patterns applied by parents tends to apply authoritarian and overprotective parenting patterns which can limit the independence of deaf adolescents.

After knowing that the child has special needs, namely deafness, parents always find the best solution such as having the child examined by an ENT and IQ test, and giving the child a hearing aid. The subject's parents emphasize more on 2 parenting patterns, namely authoritarian and democratic. The subject's parents apply this authoritarian parenting because they want the subject to be disciplined and for his own good as well, an example of this parenting is that his mother gives rules or appeals to the subject when he returns home from school to go straight home and not to gather or play with the children of his community because the subject goes home from school using the Semarang trans bus (government public transport) with the distance from his school to home is quite far, therefore, the mother orders him to go home immediately because she is worried that if the subject joins the gathering first, he will return home late into the afternoon.

While the democratic parenting applied by the mother explained that she always gave the subject the freedom to choose whatever he liked, such as hobbies and participating in various competitions, the mother said that the subject often explored himself with various hobbies and competitions such as batik, painting, pantomime, and sewing. The mother really gives the subject space to pursue the fields he likes. But the subject's parents also release the subject or give space to

the subject to choose the things he likes and the subject's parents are very supportive on that. The subject's parents also use a gentle parenting method towards the subject, because the subject's parents really understand the subject's emotion.

This is contrary to research conducted by (Vitriani et al., 2018) It can be concluded that the parenting patterns applied by the mother are authoritarian and overprotective parenting. In this study, mothers used authoritarian parenting by directing their children to behave according to the direction of the parents, while overprotective parenting is because the mother feels too worried about her child, and she wants to be involved when the child chooses friends because she wants to protect him from unwanted things. There are two causes. The first is internal factors affecting the mother's parenting, namely there are family members who have not accepted the deaf child in the house. The second is external factors, namely the discrimination experienced by deaf children at school. Due to the authoritarian and overprotective parenting pattern applied by the mother to the deaf child, the child's personality becomes brave in facing problems that occur.

Although this research has been conducted to the best of its ability, there are some limitations that need to be noted. Firstly, the schedule of the researchers' arrival at the school must be adjusted to the student's class hours. This is because when the researchers conducted the research, the school visited had a change in the teaching and learning schedule. So the researchers conducted research according to the student's learning time. Second, the short learning time when the researchers conducted the research also made it difficult to observe the learning process of the deaf children in the classroom. Hence, observations were made only briefly and spent more time interacting with classmates and teachers.

Ideally, deaf teenagers can interact freely without communication barriers, both with fellow deaf people and normal people. Likewise, parents of deaf teenagers provide the best parenting for their children. However, in reality there is a big gap. Although communicating using sign language with fellow deaf people is easier, in interacting with normal people, misunderstandings often occur due to not understanding what the deaf teenager tries to convey, which hinders the deaf teenager in establishing good social interactions. Likewise, the reality of parenting patterns applied by parents tends to apply authoritarian and overprotective parenting patterns which can limit the independence of deaf adolescents.

Deaf children are children who have difficulty hearing from mild to severe, because of the damage of hearing instruments, or inhibits the development of hearing, oral skills, or language. Sekolah Luar Biasa (SLB) can provide education tailored to the special needs of students with special needs, including deaf children in social interaction. In this interaction, there is social contact and communication, which ultimately forms a social relationship that influences each other in the social environment. There are various aspects of social interaction, including the existence of relationships, the role of individuals as actors of interaction, the purpose of interaction, and the role and function of groups. This explanation shows that every social interaction occurs because of relationships between individuals or groups, involves individuals with certain goals, and cannot be separated from the context and role of the group. (Assuningsih et al., 2019). The factors in social interactions certainly vary from internal actors to external factors that can affect the social interactions of each individual, which include the importance of the role of parents in their

parenting patterns towards children, the social environment, and relationships involving children's peers. (Munisa, 2020).

Based on the results and limitations of the study, the following suggestions can be considered: (1) Encourage the development of social support programmes that are more inclusive and sensitive to the special needs of deaf children, including training for those who are unfamiliar with their circumstances. (2) Supporting the development of deaf children's potential through inclusive education approaches and talent-centred learning, with support from parents and educators.

## Conclusion

This study illustrates two important aspects in the lives of deaf adolescents: social interaction and parenting. Firstly, in terms of social interactions, awareness of the subject's condition began early in life but peaked when observations from the external environment, such as extended family, led to reflections about potential communication or hearing problems. Difficulties when communicating around their environment, both verbally and non-verbally, especially in an environment that is not familiar with the special needs of the deaf, can be a significant challenge for the child and parents. In addition, the subject's skills, such as painting and sewing, show potential that can be developed, with support from parents and educators. Second, in terms of parenting, the subject's parents apply a combination of authoritarian and democratic patterns. They want to maintain security and boundaries for their children while providing freedom to explore their interests and talents. Despite experiencing some obstacles or difficulties parents still try to support their children.

Overall, this research highlights the importance of social support and parenting that takes into account the special needs of deaf children in the process of identity formation and independence. It also emphasises the importance of an integrated and collaborative approach to meeting the needs and potential of deaf adolescents to ensure that adolescents with special needs such as deafness have equal opportunities in social life and learning.

The findings of this study complement previous studies, providing a realistic picture of the challenges of deaf adolescents' social interactions, as well as the authoritarian and democratic parenting styles adopted by parents that can serve as a reference for parents of children with similar special needs. This helps to develop approaches that are more inclusive and sensitive to the special needs of deaf adolescents.

## Reference

- Ahmad, H., Irfan, A. Z., & Ahlufahmi, D. (2020). THE RELATIONSHIP BETWEEN PARENTING PATTERNS AND STUDENT SELF-ADJUSTMENT. *Reality: Journal of Guidance and Counselling*, 5(1). <https://doi.org/10.33394/realita.v5i1.2899>
- Assuningsih, A., Gunawan, I. M., & Garnika, E. (2019). THE EFFECT OF SELF-MANAGEMENT TECHNIQUES ON SOCIAL INTERACTIONS OF SMPN 2 AIKMEI STUDENTS, EAST LOMBOK DISTRICT. *Reality: Journal of Guidance and Counselling*, 4(2).
- Citra, Y. (2019). *Patterns of social interaction of deaf children in teaching and learning activities: research at the social rehabilitation centre for persons with disabilities Cibabat Cimahi West Java*. UIN Sunan Gunung Djati Bandung.



- Fadhilah, T. N., Handayani, D. E., & Rofian, R. (2019). Analysis of parenting patterns on student learning motivation. *Journal of Pedagogy and Learning*, 2(2), 249-255.
- FARIDAH, F. (2021). PARENTING PATTERNS IN SHAPING DEAF CHILDREN'S SELF-CONFIDENCE IN TARASU VILLAGE, KAJUARA SUB-DISTRICT. AHMAD DAHLAN ISLAMIC UNIVERSITY.
- Fathilda, F. (2023). DISABILITY YOUTH BEHAVIOUR DEVELOPMENT (Case Study of Social Interaction of Deaf Students at SLB Bukesra Banda Aceh). *Scientific Journal of Students of the Faculty of Social & Political Sciences*, 8(1).
- Munisa, M. (2020). The effect of gadget use on early childhood social interactions in tk panca budi medan. *Journal of Abdi Ilmu*, 13(1), 102-114.
- Nasdian, F. T. (2015). *General sociology*. Yayasan Pustaka Obor Indonesia.
- Nasution, M. (2018). Permissive Parenting and Child Aggressiveness in Neighbourhood X, Suka Maju Village, Medan Johor District. *Proceedings of the National Conference, No. Association of Postgraduate Programmes of Muhammadiyah Universities*, 1-4.
- Ningsih, I. D. (2018). SOCIAL INTERACTION OF GRADE I DEAF CHILDREN IN GEJAYAN INCLUSIVE ELEMENTARY SCHOOL. *WIDIA ORTODIDAKTIKA*, 7(2), 197-204.
- Priyantini, A., Maryam, S., & Rino, F. P. (2020). Teacher's Interpersonal Communication in Improving Achievement Motivation of Deaf Adolescents. *Journal of Communication Research*, 23(2).
- Sugihartono, F. K. N., Harahap, F., Setiawati, F. A., & Nurhayati, S. R. (2007). *Psychology of Education*. Yogyakarta. UNY Press.
- Suteja, J., & Yusriah, Y. (2017). The impact of parenting patterns on children's social-emotional development. *AWLADY: Journal of Child Education*, 3(1).
- Vitriani, N., Budiana, I. M., & Sulatri, N. (2018). Parenting of Deaf Children in the Manga Koe No Katachi by Ooima Yoshotoki. *Journal of Humanist*, 22(2), 488-495.
- Widiana, D., & Ambarwati, K. D. (2018). Parenting Patterns of Parents with Children with Special Needs (Deaf) in Boyolali. *Adi Widya: Journal of Community Service*, 2(2), 11-18.
- Zahara, F. (2018). Emotion Control in View of Parental Parenting in Teenage Students at SMA Utama Medan. *Journal of Cognition Psychology*, 1(2), 94-109.

