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## Analysis Study of the Implementation of Special Programs for Indonesian Sign Language and Oral Communication for Deaf Students

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**Abstract:** The purpose of this study was to obtain data that provides an overview of how the special Indonesian Sign Language System and oral communication program is implemented in special needs school classes. This study used a descriptive research design with a qualitative approach. In the data collection process, the researchers chose the instruments of interviews, observation, documentation, and questionnaires. Data analysis researchers used the data analysis model of Miles and Huberman in Sugiyono (2017), which consists of three stages: data reduction, data presentation, and conclusion drawing. The results of the study indicate that the description of the implementation of the special Indonesian Sign Language System and oral communication program for deaf students begins with assessment activities and follows up. In the planning stage, teachers prepare assessment instruments, then develop lesson plans, provide learning media, tools, and places. The implementation process is carried out based on the lesson plan that has been made and the sequence of materials that have been designed. Activities are not only in the classroom, but also outside the classroom. Follow-up in the form of discussions and delivery of progress by teachers to parents of students.

**Keywords:** deaf; Indonesian sign system, oral communication

### INTRODUCTION

Communication is a fundamental and crucial aspect of social life. Humans naturally need communication to connect with one another. According to Sutopo (2010), in his book "The Role of Communication," communication is a basic human need. Through communication, humans can connect with one another, whether in daily life at home, in institutions, in society, or wherever we are. No human being is immune to communication. The more complex human life becomes, the more inevitable the role of communication becomes. Communication is closely related to the importance of interacting, solving problems, or establishing good relationships with others. Communication is, of course, inseparable from language. We can interact and communicate using language. As a country with many cultures, diverse ethnicities, and regions, Indonesia naturally has a diverse range of languages. These varieties of languages are referred to as regional languages, while Indonesian is the national language that connects Indonesians from various regions, enabling them to communicate and interact with one another. However, language has a broader meaning. According to Rasyid, Mansyur, and Suratno, language is a structure and meaning independent of its users, used as a sign to convey meaning and purpose. Examined from this perspective, sign language can also be considered a language.

In Indonesia, the state-recognized guideline is SIBI (Indonesian Sign Language System). This makes almost all information (in sign language) accessible to deaf people using SIBI. However, not all deaf people in Indonesia use SIBI as their daily sign language. Similar to regional languages, sign language in Indonesia also varies, following or adopting their respective regional languages. This regional sign language is known as BISINDO (Indonesian Sign Language). Indonesian Sign Language (BISINDO) varies from region to region because it basically adopts the culture and language of each region, so each region has a different sign language as stated in the Sociological Analysis Journal entitled Conflict of Policy on the Use of the Indonesian Sign Language System in Formal Education Environments by Zulpicha (2017), which states that there is a conflict felt by deaf people as a result of the standardization of the Indonesian Sign Language System (SIBI) as the official sign language recognized in Indonesia. Deaf people are more comfortable and confident using BISINDO which is not bound by standard rules and is easier to understand and use than SIBI. However, according to Utami (2015), based on the results of her research entitled "Attitudes of Deaf Students Towards SIBI (Indonesian Sign Language System), deaf students are happy and accept the use of SIBI, and have confidence, readiness, and desire to use SIBI. As stated in the 1945 Constitution, Chapter XIII, Article 31 paragraph (1), which states that "Every citizen has the right to receive education," deaf people

also have the right to receive an education. However, the differences in sign language used in everyday life and the guidelines followed by educational institutions make it difficult for deaf people to understand learning, especially those who are new to formal education or elementary school. The problem of having two sign languages has become a problem for deaf people in using language as a means of communication. This is supported by research by Mursita (2015), who found that deaf people experience difficulty in determining accessibility in communication, whether using BISINDO or SIBI, and teachers also experience difficulties in providing learning.

Based on these problems and the facts on the ground, namely in special schools that have a special program for the Development of Sound and Rhythm Perception Communication (PKPBI), the researcher is interested in examining the implementation of the special PKPBI program, which in this study focuses on SIBI and Oral Communication for deaf students. The purpose of this study is to provide an overview and to determine how the special SIBI and oral communication programs are implemented for deaf students.

## METHOD

This research is a descriptive study with a qualitative approach. According to Moleong (2006), descriptive research is research that seeks to uncover a problem or situation as it is, so that researchers are not limited to containing facts and do not make hypotheses. Furthermore, this study uses a qualitative research method, namely a research method based on post-positivist philosophy, where the researcher is the key instrument, the data collection technique uses triangulation (combined), data analysis is inductive, and qualitative research emphasizes meaning rather than generalization (Sugiyono, 2018). Qualitative research methods aim to understand an event or phenomenon experienced by the research subject, such as behavior, perception, motivation, actions, and others, by providing a descriptive description using words and language in a specific, natural context and by utilizing various scientific methods. Data collection techniques used are observation, interviews, documentation, and questionnaires (Moleong 2021). The research aims to solve the problem by describing what is being studied, namely the implementation of the special SIBI program and oral communication for deaf students in special schools according to the facts that occur in the field. The research data sources were class teachers (Informant 1), parents of deaf students (Informant 2) and parents of deaf students (Informant 3), whose research location was at a special school.

The data analysis technique used in this study is qualitative data analysis, the Miles and Huberman

model analysis technique in (Sugiyono 2015) is a qualitative data analysis that is carried out continuously until complete, consisting of three activities, namely data reduction, data display, and conclusion drawing/verification. Data checking is carried out using source triangulation techniques and information crossing techniques obtained from sources so that in the end only valid data is used to achieve research results (Arikunto 2006). This technique is carried out by rechecking the information from the interview results with documentation and observation.

## RESULTS AND DISCUSSION

### Results

The special SIBI and Oral Communication programs implemented in Special Schools refer to the 2013 Special Education Curriculum and the PKPBI Curriculum, which are program services for deaf children. PKPBI itself is an abbreviation for Development of Sound and Rhythm Perception Communication. In addition, Special Schools themselves only focus on three obstacles, namely blindness, deafness, and physical disabilities. So it is automatic that Special Schools have special programs registered, one of which is PKPBI which includes SIBI and Oral Communication. This is also supported by the following statement from the resource person, "The basis is the curriculum, yes, because in this Special School the majors are blindness, deafness and physical disabilities, so automatically for the deaf we will apply this sign language system or BKPBI fostering sound and rhythm communication perception as a special program to bridge communication for deaf children." This is based on the characteristics of deaf children who experience hearing impairments and affect their communication skills. The existence of this program is expected to be able to optimize other abilities to make it easier for them to interact, as conveyed by the following resource person, "Their problem is that they cannot hear, so from there we develop a system for developing the perception of sound and rhythm communication to maximize this, their hearing organs and other organs to communicate with the surrounding environment, be it family, society, and the surrounding environment."

This special program of SIBI and Oral Communication has been implemented since the school was founded because it has accepted students with hearing impairments even though previously this school did not focus on special students who later changed to a special school specifically for deaf students. In line with the statement of the following resource person, "(the program) for the deaf, since this school was founded. So from the beginning, there has been a deaf major here, a specialization for the deaf. So we provide this BKPBI lesson." The special

program at this school is coordinated by non-special education teachers, but the implementation of the program for each class is still handed over to each class teacher, as revealed by the following resource person, "The overall coordinator is the Principal, but in the implementation per class is the class teacher or homeroom teacher each." From this statement it can be interpreted that those who truly understand the details of the implementation of the program for each class, primarily the homeroom teacher or homeroom teacher.

Like other special programs, the SIBI and Oral Communication special program also has a plan before the program is implemented. There are several planning instruments in this program, according to the resource person, some of which are supporting tools for learning materials or can be called learning media, then the facilitator is also included in the program planning instrument, "The instrument is a tool, then the program, the learning program, then there is the object and there is the facilitator. This means there is someone who moves it, yes, the teacher." In addition to those mentioned, there are also instruments in the form of documents, such as assessment instruments that are made or compiled once for future use, then the learning implementation plan, and special program notes regarding student development.

In the planning stage of the special SIBI and Oral Communication program, the informant carried out several steps such as drafting an instrument for assessment, followed by determining services appropriate to the students' abilities and developing a program plan before it was implemented. Meanwhile, for the students, there was no significant preparation. Like everyday learning, only simple things such as prayer, student readiness and healthy physical condition were needed for students. This statement is in accordance with the following informant's statement, "For the students, I don't think (there is no need for preparation), because, yes, there are preparations like normal learning. Pray first, then if for example they have to go to a certain room, we take them to a certain room, like that. If for example we take them outside, they go outside, that's all. As for other preparations, I don't think there are any, unless the child is sick."

This special SIBI and Oral Communication program is implemented with a duration of 2x30 minutes of class time in one meeting, as stated by the following informant, "One meeting is 2x30 minutes of JP". This program is implemented not only in the classroom, not only in school, but also outside of school. The informant said that, "we hold outing class activities, now we adjust this outing class to their needs. For example, their needs regarding the learning there, for example going to a museum or something, well we can optimize that". In implementing the program, student abilities are very important to know. This is related to the determination of the material to be delivered. The subject of this study was student R who had quite good

sign and oral skills before being given the service, as explained by the informant that, "R is good, her sign is good, her oral is also quite good". Meanwhile, student N has lower oral and sign skills compared to student R, this was also conveyed by the following informant, "As for N, N's sign still needs to be learned, then her oral is still not very good". However, in practice, these two students were unable to understand the explanation using only SIBI or gestures and the same was true only using oral. "No, no matter how small it is, it must be assisted with signs." From the speaker's statement, it can be concluded that the delivery of material is always done using SIBI and oral signs. In addition, there is no difference in the material and form of activities given to both. However, because the abilities of students R and N are different, the emphasis and intensity of the delivery are different. With the form of implementation that has been explained above, the abilities of students R and N experienced significant development and progress before and after being provided with services. Student R, who had already had quite good sign and oral skills from the beginning, after being provided with the special SIBI and Oral Communication program service, showed sign skills with an increasingly diverse vocabulary and better oral skills, as stated by the following speaker, "R is basically a fairly good child, during the assessment her child could already sign some and now it is getting better. The more she understands, the more her vocabulary." Likewise, with student N, her sign skills improved and she began to be able to understand spoken words. The source explained as follows, "she (N) can read the alphabet (SIBI) from A to Z and thank God she (N) can now write what I dictate (orally)."

Many sectors have been impacted, including education. Normal face-to-face learning has had to be replaced with distance learning. Despite various limitations and innovations, teaching and learning must continue. New policies are constantly being issued to address these challenges. This is one reason why the SIBI and Oral Communication special programs haven't always gone according to plan. There are also other unavoidable factors that hinder program implementation, as explained by the following resource person: "For example, in one semester, how many BKPBI activities do we have in one semester? For example, there are around 30 meetings. Within those 30 meetings, we (the school) sometimes also have other events, holidays, and so on. Yes, there are many obstacles."

The resource person also stated that during the program, some material was missed, but some was also repeated. "For example, we can give the letters or sounds that are already eee once or twice, eee, correctly like that. But for the pronunciation of eee letters that are difficult and need this, yes, we have to repeat." Meanwhile, in the steps taken during the program implementation, nothing was missed, because

basically there was no difference from learning in general. This was conveyed by the resource person as follows, “in this implementation it is the same as regular learning, there is an opening, there is a core, evaluation and so on. Well, after that, we provide this eee, a kind of reinforcement, so that it can be done at home.”.

Factors supporting the continued implementation of the SIBI and oral communication program in schools, particularly in classrooms, include the presence of deaf students and the presence of service providers, namely class teachers. In addition to these factors, the highly cooperative role of the school and teachers in the school towards this special program is one of the reasons for its survival. “Thank God, they are very cooperative and we strive to provide the best possible service by creating or, for example, procuring several tools that can be used for learning.” This statement shows that the school and all its educators are committed and very responsible for providing the facilities provided to students, especially the SIBI and Oral Communication special program for deaf students. Not only the school and teachers, in fact, the students’ parents are also quite supportive of this special program. Meanwhile, the SIBI and Oral Communication special program also synergizes with other learning programs and activities. Basically, in all activities involving deaf children, of course, must use signs and/or oral communication in communicating or conveying information.

There are also inhibiting factors in this special program for SIBI and Oral Communication, including obstacles arising from teachers, students, and sometimes even parents. The obstacles that arise from teachers are more related to their own preparedness in providing services. Meanwhile, obstacles for students include limited abilities that sometimes make the material difficult to fully understand, requiring teachers to repeat the material repeatedly. Another obstacle also arises from parents. Although not all, some parents are not open to their children’s abilities. These parents seem to want to show that their children are capable by covering up their disabilities. Sources said this often occurs during online or distance learning.

The solutions that often emerge come from the teachers themselves, as most of the solutions that address the aforementioned challenges are solutions that can be implemented by the program’s implementing teachers. The resource person stated that the solution was to record the development of students’ sign and oral communication skills, then seek alternatives in terms of media, presentation, delivery, and format to ensure understanding and the purpose of the special program. This is supported by the resource person’s statement, “So the main role is the teacher as a service provider and to provide the best solution by mapping (the development of students’ abilities) that have been recorded for the BKPBI program.” So far, there have been no obstacles that have not been resolved

in the case of students in the class, because according to the resource person, only students with multiple disabilities or multiple disabilities still have difficulty receiving SIBI and Oral Communication materials despite being provided with various alternatives as a form of attempted solutions. Meanwhile, according to the resource person, students R and N only experience a single disability or one disability, “R and N have one disability, not double (multiple disabilities).”.

Furthermore, cooperative parents have also created a special program for the SIBI (Special Learning) and Oral Communication (Oral Communication) implemented for students in this class without any serious obstacles. “For the two children (R and N), God willing, it’s going smoothly, without any problems. Because to this day, both the students themselves and their parents have been very cooperative, so I haven’t had any difficulties. Whether it’s delivering assignments, collecting assignments, or making other announcements, I’ve never had any problems.”

## Discussion

In general, the characteristics experienced by deaf children are low language and communication skills as a result of their hearing impairment. A resource person in this study also said that the condition of deaf students in the class is in accordance with the statement above, that the two deaf students in grade V have difficulty speaking with oral skills that have not yet developed as a result of their hearing impairment. In line with the above, Suparno (2001) stated that the characteristics of deaf children in terms of language and speech are poor vocabulary, have difficulty understanding language expressions that contain figurative meanings and abstract words, lack of mastery of rhythm and style of language, difficulty understanding complex sentences or long sentences and figurative forms. Meanwhile, the characteristics of their intelligence abilities do not experience obstacles and tend to be the same as regular children in general, because basically deaf children only experience obstacles in hearing and have average thinking power. This is supported by the opinion of Efendi (2017) in his book entitled *Psychopedagogy of Children with Special Needs*, explaining that the distribution of intelligence possessed by deaf children is actually no different from that of normal or regular children in general.

Given the characteristics of deaf children, ideal activities for them are those related to fulfilling their language and speech skills. Based on the Special Education Curriculum, a special program intended for deaf students is the Development of Sound and Rhythm Perception, commonly known as PKPBI. PKPBI is a form of service programmed for children with special needs, especially students with hearing impairments or deafness. Special Schools use the Curriculum as a reference for implementing this

special program. The school also does not modify or develop the existing curriculum because it already uses the Special Education Curriculum. The Development of Sound and Rhythm Perception Communication, which has now been changed to the Development of Sound and Rhythm Perception Communication for deaf students, must be provided to students as early as possible to optimize the communication skills of deaf children. In accordance with Permendikbud 157 of 2014, article 10 states that special needs programs in the regular education curriculum and in the special education curriculum are developed as reinforcement for students with special needs to minimize obstacles and increase competency achievement optimally.

In addition, the results of interviews and questionnaires showed that this special SIBI and Oral Communication program has various benefits for deaf children, namely improving speaking skills and clarifying pronunciation, in addition to increasing vocabulary in SIBI signs. The implementing teacher said that there was an increase in SIBI and Oral Communication skills in both classes, this was also supported by the opinions of students' parents listed in the questionnaire.

In the implementation process, there are several stages including planning, implementation, and evaluation of activities. According to the informant, the planning stage prepared before implementing the program is an assessment activity. In the assessment stage, teachers conduct a series of tests related to students' oral abilities, cognitive abilities, language abilities, and social-emotional abilities. Meanwhile, students' hearing and sign abilities are observed as the program progresses. Although students' hearing abilities should be based on medical results, not all students include medical results of hearing abilities, thus affecting the assessment results. The same thing was also found in Ekadara's (2018) study entitled Evaluation of Educational Services for Children with Special Needs Deafness at SDLBN 01 Jakarta. In addition to the assessment, which of course requires the preparation of assessment instruments, the next step is program preparation. This program preparation is based on the results of student assessments. The resource person did not mention the basic details of the program preparation that was made, while according to Utari (2014) in his journal, it was explained that the program preparation used in PKPBI learning was the Competency Standards, Basic Competencies and Special Education Syllabus Model, and Special Program: Communication, Perception, Sound and Rhythm Development for Elementary Schools with Special Needs for the Deaf (SDLB-B) in 2007.

However, despite this, both students N and R still had difficulty understanding the material using only sign language and oral communication. This condition was mentioned by the resource person, who explained that both students R and N had difficulty using only

one of them, so the teacher always used sign language along with oral communication in delivering the lesson. Likewise, the use of verbal language must also be accompanied by signs, as always done by the resource person as the program implementer. The resource person explained that this was done not only because the students did not understand, but also because the teacher's limited skills were also one of the reasons for using sign language and oral language simultaneously. This was because the teacher in question did not come from Special Education and the resource person admitted that she did experience obstacles if she had to continue her education. Meanwhile, according to Winarsih (2010), one of the infrastructure facilities in implementing PKPBI learning is the presence of a speech trainer and special education staff who are experts in sign training and oral communication. This program was certainly not created just like any learning; there are several instruments that need to be prepared. According to the source, these instruments include tools needed in delivering material, assessment instruments needed at the planning stage, Learning Implementation Plans and of course facilitators or service providers.

Planning documents such as assessment instruments and lesson plans are only created once for continued use. This is not wrong because according to the Technical Guidelines for Preparing Lesson Plans in Elementary Schools, a lesson plan is a plan for face-to-face learning activities for one or more meetings. This means that one lesson plan can be used multiple times in each meeting. The existence of a lesson plan is very important in planning programs or activities to achieve learning objectives effectively. In line with Permendikbud 81A of 2013, Appendix IV concerning the Implementation of the General Learning Guidelines Curriculum, the first step in learning according to process standards is learning planning which is realized through activities in preparing a Lesson Implementation Plan or RPP. The implementing teacher said there are several steps in preparing the implementation of the SIBI and Oral Communication program for class students, including preparing the program after the assessment results are available, then grouping students based on their listening abilities, and preparing the necessary space and equipment.

This statement contradicts the observations made by the researcher during the study. During the learning activities, there was no student grouping, as reported by the resource person. Furthermore, learning was not conducted by class, but rather by individual homeroom teachers. As both the resource person and the homeroom teacher, the program's implementation did not focus solely on these two students. Meanwhile, according to Ekadara (2018), in his journal, ideally, special needs teachers should only teach five students per class and per lesson. In general, this program is coordinated by the principal, who is also a teacher at

the school. During its implementation, the homeroom teacher is responsible. Every detail of the activities, planning, and student development in this special program is fully understood by the homeroom teacher.

This special program continues to exist and operate today due to several factors, including the presence of deaf students, the presence of teaching staff in each class, and adequate facilities and infrastructure. In addition to these factors, the highly cooperative role of the school and teachers in this special program is one of the reasons for its survival. This statement demonstrates the school and all its educators' commitment and responsibility for providing the services and facilities provided to students, particularly the special SIBI and Oral Communication programs for deaf students. Not only the school and teachers support the implementation of the special SIBI and Oral Communication programs to this day, but also the role of parents.

This is supported by the interviewee's statement that, to date, both students and parents have been very cooperative in supporting this special program. Parents stated that this special program has had a significant impact on their children's communication and reading skills. This aligns with research conducted by Wicaksono (2012), which showed a positive relationship between sign language and oral language proficiency and early reading ability.

Meanwhile, the obstacles or inhibiting factors that emerged were more from the teacher's side, more related to their own readiness in providing services. This was also mentioned by the resource person, who stated that teachers' abilities are certainly limited, so teachers certainly experience obstacles during the delivery of material, which often affects the learning process or the delivery of the material is not optimal. Furthermore, the constraint that emerged and was often experienced by the resource person was the limited abilities of students, especially in jaw motor skills and tongue movement, which sometimes makes the material not fully understood, so teachers need to repeat the material repeatedly. Not only in oral communication skills, in fact teachers also sometimes find it difficult to accustom students to using SIBI sign language which is in accordance with the rules of language structure. Students only use SIBI signs during learning or when communicating with teachers. Communication between deaf students almost entirely uses BISINDO sign language with a self-created structure. In line with the results of research in the journal entitled *The Use of the Indonesian Sign Language System (SIBI) as a Communication Medium (Descriptive Study on Deaf Students at Among Asih Special Needs School, Surabaya)* (2019), which shows that students at the school only use SIBI signs with teachers and during learning, communication with other students uses local sign language or BISINDO.

Similar research findings are also found in Pratiwi and Amri's (2019) research journal, which states that students consider learning SIBI difficult and prefer to use local sign language or BISINDO when communicating with friends. SIBI itself is a formal sign language used in educational settings because it has been officially recognized by the government as a standard sign language (Nasir, Sudaryanto, Kusumaningrum, 2019). Furthermore, the lack of teachers and educational staff specifically dedicated to this specific program has resulted in suboptimal service delivery. Although the PKPBI schedule set by the school is one meeting per week, the use of SIBI and Oral Communication is still implemented daily in various learning formats. Meanwhile, the school environment does not show any obstacles; in fact, this special SIBI and Oral Communication program greatly optimizes the school environment and facilities. This statement was made by a resource person who is also a homeroom teacher. Other obstacles also arise from students' parents, although not all, but some parents are not open to their children's abilities. These parents seem to want to show that their children are capable by covering up their disabilities. The resource person said that this was often encountered during online or distance learning.

The main solution to the obstacles that arise during the implementation of the SIBI and Oral Communication special program is coordination and communication, good communication between teachers, parents and students is certainly very helpful in the implementation of this program. Supported by the opinion of Ridwan (2013) regarding the function of communication, one of whose points of opinion says that communication functions as a form of motivational tool, explaining the short-term or long-term goals of each community, encouraging people to determine their choices and desires, and encouraging individuals and groups based on common goals that they want to pursue. So with good and continuous communication can optimize the implementation of the program and achieve the desired goals. So far, there are no obstacles that cannot be solved in the case of students at school, because according to the resource person only students with multiple disabilities or multiple disabilities who until now still have difficulty in receiving SIBI and Oral Communication materials even though they have been given various alternatives as a form of attempted solutions. The resource person said that the two students only had one obstacle, but based on the results of psychological tests showed that student N had a learning disorder obstacle, so it was necessary to repeat and emphasize more on student N. Then the cooperative attitude of parents also made the special program SIBI and Oral Communication implemented in this school class students did not have serious obstacles.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the results of the research that has been conducted, the following are the conclusions that can be found: (1) the special SIBI and oral communication program which is generally called PKPBI in schools is implemented based on the curriculum published by the government regarding special programs for deaf students. Referring to the Special Education Curriculum so that there is no modification or development in the curriculum used; (2) the number of deaf students is two students with different hearing abilities. Student R has residual hearing in the right ear, while student N has no residual hearing or is included in the category of severe/total deafness. In addition, student N also experiences Learning Disorder which makes him slower in understanding learning; (3) At the planning stage, several documents are prepared, such as assessment instruments that are made once for continued use, student ability notes and a Learning Implementation Plan that is made to adjust to the form of learning that will be carried out. In addition to these documents, other aspects that are prepared are the place and tools or media. Meanwhile, from the student's perspective, what needs to be prepared is the readiness of the students themselves. Teachers never ask students to prepare the tools or materials needed for SIBI and oral communication learning; (4) The special SIBI and oral communication program is carried out routinely every Thursday with lesson hours (JP) of 2 x 30 minutes in one meeting. The form of activities is in the form of classroom learning, practice and outing classes. This special SIBI and oral communication program is integrated with every school activity such as extracurricular, vocational, and sports; (5) The learning process of the special SIBI program and oral communication implemented in the class is not entirely carried out purely using only signs or oral, but uses both simultaneously to make it easier for students to understand the material. In addition, the teacher's limited sign language ability is also the reason for using signs and oral simultaneously in implementing this program. The form and material given to the two students are not different even though the students' abilities are different, the teacher only increases the intensity and emphasis of the material for student N; (6) The special SIBI program and oral communication cannot be fully implemented according to plan, both regarding time, the number of program implementations in one semester, the series of activities at each meeting and the material. These things are caused by many factors such as busy school activities, the teacher's duties, the environment, the condition of the students and others; (7) Supporting factors that ensure the program continues to be implemented include the presence of deaf students, the availability of teaching staff or teachers, and the support of adequate tools or

media, places, and environments. Schools, teachers, students, and parents are very cooperative in supporting the implementation of this program. Schools strive to always provide the tools, media, and places needed for the program's implementation. Meanwhile, parents place full trust in teachers and schools, supported by the results of students' SIBI and oral communication skills that have improved with the services of this program; (8) Inhibiting factors in this program are found among teachers, students, and parents. The lack of sign language skills possessed by teachers is one of the obstacles to optimal delivery of material. In addition, the different abilities of students and the impatience that arises in students during learning also greatly affects the course of activities. Meanwhile, parents are not completely honest in conveying the development of student abilities (tending to exaggerate) and make the material presented too high or too low to be given. This is experienced by teachers when face-to-face learning is implemented after a long period of online learning; (9) The solution to the inhibiting factors and obstacles that arise is to look for other alternatives by mapping the development of student abilities, conducting regular assessments, packaging the material in an interesting way by using new and innovative ideas found on the internet. In addition, teachers try to always convey student development to parents to avoid miscommunication and create openness between parents and teachers for the smooth running of this program.

### Suggestions

Teachers are expected to prepare structured materials, such as teaching modules, for each program implementation to avoid missing material and facilitate both teachers and students during the learning process. It is also beneficial if students are involved in providing media or simple tools needed for learning, especially if learning is conducted online so that students can directly practice what the teacher demonstrates. Parents are expected to provide maximum support and assistance from various aspects, especially during distance learning. Parents are expected to continue to actively and openly collaborate with the school regarding student conditions to ensure student development. Furthermore, schools are expected to provide maximum support regarding the development of their students. Schools are also expected to implement the best policies for student learning.

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