

The Effectiveness of Implementing Sign Language in the College Environment in Denpasar City

Ni Nengah Karuniati¹, I Made Adiwidya Yowana², I Dewa Nyoman Juniasa³, Ronald Umbas⁴, Anak Agung Putu Sugiantiningsih⁵

^{1,4}Sekolah Tinggi Ilmu Sosial dan Ilmu Politik Wira Bhakti

⁵ Universitas Warmadewa

Article Info

Article history:

Accepted: 21 April 2025

Publish: 5 May 2025

Keywords:

Sign Language;

Deaf;

Justice;

Higher Education;

Curriculum.

Abstract

In the era of digitalization, the use of sign language in social contexts is increasingly prevalent in Bali, especially as a center for disability communities, particularly for the hearing impaired. It has even become a potential resource, as the strengths that accompany their challenges can offer unique advantages both academically and non-academically. This paper elaborates on the use of sign language at universities in Denpasar. According to regulations that ensure access for individuals with disabilities to attend higher education, such as the Minister of Research, Technology, and Higher Education Regulation No. 46 of 2017 regarding Special Education and Special Service Education in Higher Education, the Law on Persons with Disabilities No. 8 of 2016, and the Republic of Indonesia Law No. 20 of 2003 on the National Education System, universities are obligated to: not reject students with disabilities from studying on their campuses, provide appropriate facilities and infrastructure for students with special needs, and implement policies that allow eligible individuals with disabilities to participate in educational processes easily, comfortably, and safely. Higher education institutions can take various actions to support students with disabilities. They are even encouraged to establish Disability Service Units (DSUs) for hearing-impaired students. Universities are striving to implement the use of sign language. However, it cannot yet be fully concluded that a mandatory course on sign language is necessary; this requires a lengthy process and thorough study for effective implementation.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Ni Nengah Karuniati

Sekolah Tinggi Ilmu Sosial dan Ilmu Politik Wira Bhakti

Email: ninengah@gmail.com

1. INTRODUCTION

According to Wikipedia, language is a system of arbitrary sound symbols created or used by people to interact and identify themselves in a world of various languages from 2000 to 7000 languages. As a general concept, language can refer to the cognitive ability to be able to learn and use a complex communication system or to explain a group of rules that form a system or a set of pronunciations that can be produced from these rules. All languages depend on processes symbiosis to connect a signal with a specific meaning.

Spoken or signed languages have a phonological system that regulates how symbols are used to form sequences known as words or morphemes, and a syntactic system that regulates how words and morphemes are combined to form phrases. And sign language is not only used by people who have hearing and speech impairments. Sign language is also a medium of communication, but also as a cultural identity for people who have hearing

and speaking deficiencies. Sign language is a language that arises naturally in the deaf community.

However, unfortunately educational regulations are not yet fully able to address sign language as a mandatory curriculum or a mandatory subject in every tertiary institution, even though there are regulations that guarantee access for people with disabilities to study at tertiary institutions as stated in: (Republic of Indonesia 2017), (Indonesia 2016) and (Republic of Indonesia 2003).

In higher education it has been implemented that people with disabilities have the same rights as the general public or those with normal abilities in enjoying all educational facilities without any differences. This has not been accompanied by a sign language policy as a subject so that there are no differences and things that make people with disabilities feel inferior in socializing. Apart from that, a sense of justice is also a must to avoid discrimination against people with disabilities. As well as upholding Human Rights (HAM).

Sign languages develop and have different characteristics in each country. In Indonesia there is BISINDO which is known by deaf people as their mother tongue which has been used and applied since they were born as a means of communication with each other, or with the wider community. Sign language is a practical and effective way of communicating for deaf people in Indonesia, which was developed by deaf people themselves with BISINDO.

[1] Deaf people can express their thoughts and feelings freely and express themselves as human beings and Indonesian citizens with dignity in accordance with the philosophy of life and human rights. The emergence of BISINDO was based on the birth of the Sibi signal made by hearing people. This causes deaf people who do not know sign language. Difficulty and absorbing the system created by the Sibi system after it was formalized and expanded in 1995. Because there is no special training in learning the Sibi sign system, deaf people still don't understand it and have difficulty applying it to everyday life. Struggle for the we have a mace still done.

According to Bambang Prasetyo as General Chair of the movement for the welfare of the deaf in Indonesia or commonly called GERTATIN, there are many difficulties for deaf people in communicating with normal people in general, especially children and deaf people who do not have the opportunity to receive education. This is different from deaf people who have received school education or even tertiary education, their mindset is certainly open, not easily offended and it is easier to get along in a wider or larger and more diverse society [1]

Due to openness in terms of communication and information, deaf people who have received formal education are more resilient and competent when entering the world of work, but apart from the competent attitude itself, there are still many people who underestimate the abilities of deaf people, just because they have limitations and shortcomings, many of them still have a suspicious attitude because they are worried about deaf people who are not able to do the work they are given regardless of several shortcomings that BISINDO indicates. Based on the Minister of Research, Technology and Higher Education Regulation Number 46 of 2017 concerning Special Education and Special Education Services in Higher Education, Law on Persons with Disabilities No. 8 of 2016, and Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Accordingly, universities are obliged to: (1) Not refuse students with disabilities from studying on their campus, (2) Provide facilities and infrastructure that are appropriate for students with special needs, and (3) Provide policies and arrange for people with disabilities who meet the requirements to be able to participate in the educational process easily, comfortably and safely.

Higher education institutions can do the following things to support students with disabilities: (1) Provide equal opportunities to register and take part in the selection process for new student admissions, (2) Provide special quotas for outstanding prospective students with disabilities, (3) Provide affirmation programs for prospective students with disabilities, (4) Provide modifications to performance tests, (5) Provide additional time for blind students to take tests in Braille format, and (6) Provide special services for students with disabilities.

Apart from that, universities are also expected to be able to form Disability Service Units (ULD) for deaf students, with the hope that: (1) Lecturers must provide more visual materials or information, for example pictures, photos, videos, writing, etc. (2) Lecturers should not look away from deaf students when speaking, because deaf students will capture information by reading the lecturer's lip movements. (3) Deaf students should be seated at the front, so they can read the lecturer's lips, body language and expressions more clearly. (4) Avoid speaking too fast and complex sentences, this

will be difficult for deaf students to catch. (5) Lecturer recommended a lot of demonstration methods, demonstrations, and direct practice. (6) Lecturers are encouraged to use multimedia, (7) Deaf students are allowed to explain thoughts and his ideas by using sign language, and if it still cannot be understood, it can be supplemented with written language. (8) Providing sign language interpreters for deaf people who need them:

2. LIBRARY STUDY

2.1 Definition of Effectiveness

2.2 Human Rights and Disabilities

In 2006, in "*Convention on The Rights of Persons With Disability*" (CRPD) was a milestone in the paradigm shift towards persons with disabilities according to international legal instruments. The fundamental change to this paradigm is to position people with disabilities as human beings who have dignity and respect. In other words, the paradigm that is built is a paradigm that guarantees the fulfillment of the rights of persons with disabilities.

As a commitment of the Indonesian State, in 2011 the Indonesian Government ratified the CRPD through Law Number 19 of 2011 concerning Ratification of the Convention on the Rights of Persons with Disabilities, then in 2016 Law Number 8 of 2016 concerning Persons with Disabilities was issued, which was the result of the social movement of persons with disabilities and organizations of persons with disabilities to amend Law Number 4 of 1997 concerning Persons with Disabilities.

The ratification carried out by the Indonesian Government and changes to the law regarding persons with disabilities have created the basis for a legal umbrella for persons with disabilities so that their rights can be fulfilled. Simultaneously with fulfilling rights, the government and regional governments have an obligation to fulfill the rights of persons with disabilities. The human rights paradigm constructed through the Law on Persons with Disabilities is based on eleven principles listed in Article 2, namely: (1) Respect for dignity; (2) individual autonomy; (3) without discrimination; (4) full participation; (5) human diversity and humanity; (6) Equality of Opportunity; (7) equality; (8) Accessibility; (9), the child's continuously developing capacities and identity; (10) inclusive; and special treatment and Protection more.

[2] The principles above can be simply understood that the human rights paradigm for persons with disabilities focuses on equality and equity which then explained into the implementation of the fulfillment of rights that have been regulated hierarchically in statutory regulations. One of the rights of persons with disabilities which is regulated

in detail in the laws and regulations for persons with disabilities is the right to education [3].

According to Law Number 20 of 2003 concerning the National Education System (hereinafter referred to as the SISDIKNAS Law) Article 1 number 1 states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by themselves, society, nation and state."

Based on this definition, one thing that is important to underline is that in the educational process "students actively develop their potential", meaning that naturally the potential possessed by each student is not the same as one another. This potential difference is what underlies differentiation in learning and inclusiveness in interaction. Inclusiveness for people with disabilities in education is an obligation for the government, regional governments and society to fulfill the rights of people with disabilities.

A problem that often occurs in the learning process in formal education from early childhood education to higher education is the neglect of students with disabilities. The neglect in question can be in the form of administrative obstruction in registration requirements, rejection of students/prospective students with disabilities in the process of accepting new students (PPDB) or New Student Admissions neglecting students/prospective students with disabilities when they have been accepted as students/students. This form of neglect is actually a fatal mistake for education providers because by neglecting it the rights of students with disabilities are not being fulfilled.

Students with disabilities experience various obstacles so special treatment is needed both in terms of learning and in terms of educational services. Fulfilling the needs of students and services for students with disabilities in the PD Law can provide "reasonable accommodation (AYL)" in the education sector. Article 1 number 9 defines "Adequate Accommodations are modifications and adjustments that are appropriate and necessary to guarantee the enjoyment or implementation of all human rights and fundamental freedoms for Persons with Disabilities on an equal basis".

It is important to highlight in the PP the facilitation of the availability of disability service units as an indicator of the implementation of an inclusive education system for students with disabilities. Article 1 number 9 in the PP defines that "The Disability Services Unit is part of an institution or institution that functions as a provider of services and facilities for Persons with Disabilities". In this regard, there is an obligation for regional governments and the government to facilitate the establishment of disability service units in accordance with their authority. This article highlights the urgency of disability service units in higher education which is based on several things:

- 1) Firstly, that access for people with disabilities to higher education is very minimal, in fact only 2.87% of people with disabilities can complete higher education," see <https://www.rri.co.id/nasional/521747/pendengan-disabilities-indonesia-divaluminim-formal-education-access>.
- 2) Second, obstacles to access to learning facilities and facing stigma and discrimination in higher education environments make it difficult to fulfill educational rights in higher education "see <https://www.un.org/en/academic-impact/disability-and-higher-education-inclusivity-increasingly-technologically-inclined>".

Thus, in terms of quantity, access to higher education for people with disabilities is still very minimal, resulting in minimal access to formal sector jobs. Apart from that, in

terms of quality, people with disabilities in higher education still face and struggle to fight stigma and discrimination regarding their rights as students.

2.3 The Urgency of Disability Service Units and the Participation of Persons with Disabilities in Their Formation in Higher Education

The existence of disability service units in universities is an indicator of the implementation of inclusive higher education. According to Fikri (Fikri, "Political Participation of Disabled Communities in Forming Inclusive Higher Education Policies", Vol. 1, No. 1, 2014) which is based on his empirical experience suggests that there are two paradigms inclusivism in level higher education, namely the partially inclusive paradigm (partial inclusive paradigm) and the comprehensive inclusive paradigm (*holistic inclusive paradigm*).

Partial inclusive paradigms have that meaning inclusivity Universities are only seen in terms of whether or not there are special units for disabled services. With the existence of this disabled service unit, the academic services needed by disabled students will only be focused on that unit so that policy holders both at the university level and policy holders at the department/prodi level and other parties in the environment universities, feel no obligation to provide for students with disabilities. Thus, personally, structurally and culturally, the inclusive paradigm has not been integrated into all components of the campus. Whereas *holistic inclusive paradigm* This means that the university components, both personally and structurally, have been able to understand what disabled students need. In a comprehensive inclusive paradigm, the most important thing to fulfill is the accessibility of higher education. This accessibility consists of building accessibility, accessibility service administration, and academic accessibility (academic facilities and teaching and learning activities in class).

[4][5][6] Responding to this opinion, according to the author, currently the existence of disability service units or other institutions with different names with the same function is a necessity in the implementation of inclusive higher education. This is based on a juridical framework that has comprehensively regulated disability service units that can realize a holistic, inclusive paradigm. At least good practices on several campuses in Indonesia which had established these units before the regulations regarding the formation of disability service units were the background for the birth of regulations regarding the existence of disability service units. [7] This condition shows the urgency of establishing this unit in higher education as a commitment to realizing inclusive higher education.

Technically strengthened through PERMENDIKBUDRISTEK No. 48 of 2023 concerning Adequate Accommodation for Formal Early Childhood Education Units, Basic Education, Secondary Education and Higher Education (hereinafter referred to as PERMENDIKBUDRISTEK AYL Education) which regulates in detail the Disability Services Unit and the implementation of reasonable accommodation in education. PP 13 / 2020 Article 26 regulates the obligation to form ULD by universities. In more detail, the article states: "Every higher education providing institution is obliged to facilitate the establishment of a Disability Services Unit." This formulation contains mandatory norms to facilitate the formation of ULD by higher education providers. The consequences for organizers who do not implement this article will be subject to administrative sanctions. This is confirmed in Article 30 paragraph (2) which states: "Higher education providing institutions that do not implement the provisions of Article 26 are subject to administrative sanctions." The administrative sanctions intended according to Article 30 paragraph (3) are: (a) written warning; (b) cessation

of educational activities; (c) suspension of Education Implementation permits; and (d) revocation of Education Providing permits.

3. RESEARCH METHOD

In this research, the author used qualitative research descriptive. According to Sugiyono in [2] Qualitative research descriptive is research used to do analysis data with descriptions or depicting real available data without making generalizations. Research methods used by the author is a case study method.

Researchers do exploration in depth about the program, event, process, activity, one or more people in a study. The subjects of this research are higher education leaders in the Denpasar City area. In this research, the object of research is the effectiveness of applying sign language in the university environment in Denpasar City. In this research, researchers interviewed using in-depth interviews. The selection of informants in this research was obtained by conducting interviews done towards the Leadership College Height and deaf students.

Managing data from observations and interviews in 4 ways, namely editing (data checking), the author examines the data that has been obtained from the completeness of interview answers, the results of field meetings, and the relevance of other data regarding the use of sign language for deaf people at universities in Denpasar City. Then combine the data results obtained according to the main topic of discussion.

The second way is a classification process where the author groups data originating from interviews and field findings and examines the data in depth and the data is sorted into concise and complex data so that it is easy to understand. The third way is verification, by carrying out the process of checking the data and information obtained for suitability in the field and conducting a review so that the validity of the data can be recognized and used in research. The last way is *concluding* (conclusion) at this stage determines the main points of discussion that are easy to understand in order to continue to the next research stage with concise, complex and valid data. After managing data, the next step is: analysis data, by grouping the data and studying the data which the author then sorts to look for important data so that the relationship between one data and another is illustrated, so that it is easy to find out about the effectiveness of implementing sign language at universities in Denpasar City.

4. RESEARCH RESULTS AND DISCUSSION

In this section, the use of sign language for deaf people at universities in Denpasar City has great potential to increase the effectiveness of their learning. Sign language is not only an important communication tool for those with hearing loss, but also provides an inclusive tool for learning. This is expected to facilitate interaction between lecturers, students, staff and all academics within the campus environment.

In a learning context, the use of sign language can help convey information and concepts more effectively, because it can adapt to their individual learning style. It also allows people with disabilities to be more actively involved in the teaching and learning process, increasing their self-confidence and participation in the educational environment. One of the main advantages of using sign language in inclusive education is that it facilitates the accessibility of information for hearing-impaired/deaf students. By using sign language as the main communication tool, students can access learning materials better, reduce barriers to understanding and optimize their learning process.

This is in line with the principle of inclusion, where all students, regardless of their conditions or shortcomings, have the same right to receive quality education. However, to achieve full effectiveness, it is important for educators and staff to have a good

understanding of sign language and individual student needs. Appropriate training for faculty and staff is needed so that they can communicate effectively using sign language, facilitate the teaching and learning process, and provide the necessary support to students with disabilities.

Apart from that, support from the campus, parents and community is also important to create achievements in an inclusive environment that supports the development and well-being of students with hearing loss. Several studies have highlighted the benefits and challenges in implementing the use of sign language in inclusive education. For example, research by [8][9][10] found that the use of sign language can improve the quality of interactions between teachers and students with hearing impairments, but challenges such as lack of resources and lack of understanding of sign language are still barriers to practice. Therefore, continued efforts to improve understanding, support and facilities for the use of sign language in inclusive education contexts are essential to ensure that all students can reach their full potential.

Sign language provides a more effective way of communication for people with disabilities, especially those who are hard of hearing/deaf. With clear and understandable communication, it is easier for people with disabilities to actively participate in learning activities. They don't feel isolated and can take part in class discussions and activities with more confidence.

3.1 Research result

Based on the provisions above, it is clear that universities are expected to accelerate the formation of Disability Service Units (ULD) or strengthening existing organizations in universities is urgent to implement immediately. The government through the Ministry of Education, Culture and Technology Research (PERMENDIKBUL RESEARCH AND TECHNOLOGY) in 2024 to open a financial assistance program to accelerate the formation of ULD or strengthen existing organizations in universities as an implementation of the obligations of Law No. 8 / 2016 and a series of derivative regulations.

Through the 2024 Announcement Letter for Recipients of the Assistance Program for the Establishment and Strengthening of Disability Service Units dated May 9 2024, there are 29 universities in category I (category of universities that do not yet have ULD) and there are 19 universities in category II (category college high who have ULD or other names) bringing the total to 48 recipients of aid funds. This program can be an acceleration program to realize inclusive higher education for people with disabilities.

Through this article, we hope that this program is not an opportunity to abandon the obligations of higher education providers to normalize College inclusive with the formation of ULD, but in substance it is intended to fulfill the rights of students with disabilities in pursuing higher education in accordance with the nobility of human dignity. The existence of ULD is intended to support the implementation of inclusive higher education so that ULD has several tasks and functions. Referring to (INDONESIA 2017) Article 29 and Article 30 have formulated the duties and functions of ULD at college high, namely:

1. Article 29, the Disability Services Unit at Higher Education Providing Institutions has the task of: (a) carrying out needs analysis; (b) provide recommendations; (c) carry out training and technical guidance; (d) providing assistance; and (e) carry out supervision, evaluation and reporting.
2. Article 30 states, in carrying out the tasks as intended in Article 29, the Disability Services Unit at the Higher Education Providing Institution carries out the functions of: (1) increasing the competency of Educators and Education Personnel in higher

education in handling Students with Disabilities; coordinating each work unit in higher education in meeting the special needs of Students with Disabilities; supervise and evaluate the implementation of Decent Accommodation; providing counseling services to Students with Disabilities; carry out early detection for students who are indicated to have disabilities.

Refer students who are indicated to have disabilities to doctors, specialist doctors and/or clinical psychologists; and (2) provide outreach on the understanding of disabilities and the inclusive education system to Educators, Education Personnel and Students. The author in this case is interested in highlighting the two functions in Article 30 in letters a and g for several reasons, namely:

- 1) First; that the author as a lecturer took part in Basic Skills Improvement Training in Instructional Techniques (PEKERTI) training to increase the professional competence of lecturers and has notes on the training material. In an effort to increase competence as intended in letter a, one of the strategies is to include material mainstreaming disabilities and inclusive higher education through PEKERTI materials. While the author participated in the PEKERTI and AA training processes as a form of increasing professional competence, lecturers did not receive any mainstreaming of that issue. This is questionable, how logically is it that lecturers are required to be able to handle students with disabilities while in the PEKERTI or AA training process or other professional competency training they are not given a basic understanding of inclusive education and disability issues? The author proposes that inside the curriculum for professional competency training for lecturers organized by agencies licensed as organizers, the competent ministry should provide requirements to include issues of disability and inclusive education inside the training curriculum. Thus, increasing lecturer competence to handle students with disabilities is more structured, systematic and comprehensive.
- 2) Second; that the author is also a person with a disability who has experience in participating in managing disability service institutions in higher education so that in this management the full and meaningful participation of people with disabilities is highly valued and even becomes a determinant in policy making. One of mainstreaming Regarding inclusive education and disability issues, the involvement of people with disabilities is key in paradigm transformation *inclusivism*. Even in the disability movement it is known as the slogan "*nothing about us without us*" which means that without the involvement of people with disabilities it will only be limited to formalism. For this reason, the involvement of people with disabilities in carrying out the ULD function in letter g "to provide socialization of the understanding of disabilities and the inclusive education system to Educators, Education Personnel and Students" is very important, involving people with disabilities who already have practical experience and as a form of full and meaningful participation.

3.2 Discussion

The formation or strengthening of ULD in higher education with the name critical notes is intended to provide reflection for stakeholders, both higher education leaders and parties who wish to carry out mainstreaming the issue of inclusion in higher education so that it always adheres to one of the principles stated in (Indonesia 2016), namely the principle of "full participation". This principle should be translated into real actions, not just used as lip service. There are two main things that are the author's critical notes, namely:

- 1) First, several universities in Indonesia, especially in Denpasar City, have accommodated people with disabilities as lecturers with various scientific backgrounds so that these universities have one of the many criteria including College. Therefore, the existence of lecturers with disabilities should not only be used as a function *labeling* that the university is inclusive, however, involving lecturers with disabilities in the development of the university is also an important thing to implement. Inclusive higher education is not enough to just "accept" lecturers with disabilities, but it is also important to create an inclusive environment in higher education with optimal involvement in strategic work so that it can be more inclusive, both in terms of policy, learning and implementation the tridharma of higher education, including the application of universal design in digital technology so that it can be accessed by lecturers with disabilities according to their disability category.
- 2) Second, by having lecturers with disabilities in a university, at least they can comply with the regulations PERMENDIKBUDRISTEK No 48 / 2023 Article 17 paragraph (5) which relates to the involvement of organizations of people with disabilities in determining higher education policies relating to the formation of ULD. Textually it is formulated: "In formulating policies as intended in paragraph (4), Higher Education Institutions can include organizations of Persons with Disabilities." The basic question is whether universities will involve organizations of people with disabilities? when there are lecturers with disabilities who are much more accessible to higher education leaders in interaction. Another problem is that university leaders do not necessarily know or even understand the existence of organizations for people with disabilities. This also becomes an auto-criticism for universities that already have lecturers with disabilities. How high is the intensity of higher education leaders in involving these lecturers in relation to the discourse on establishing ULD? Comprehensive literature review and/or Method/Algorithm Proposed

5. CONCLUSION

It can be concluded that the effectiveness of implementing sign language in higher education environments in Denpasar City is not as effective and has not been implemented as in universities outside Bali Province. In fact, it has not even been fully implemented throughout Indonesia. Basically, sign language has a significant positive impact on various aspects of learning and social interaction for deaf people.

The use of sign language helps in expressing thoughts and feelings, creates an inclusive campus environment, provides a personal approach from lecturers, and facilitates more effective communication. The integration of sign language in an inclusive education system is essential to support the participation and learning of people with disabilities. Sign language provides a more effective way of communication for people with disabilities, especially those who are hearing impaired.

With the sign language curriculum, communication will be clear and understandable, the academic community will have normal hearing abilities. So that it is easier for people with disabilities to actively participate in teaching and learning activities. They do not feel inferior/lose confidence, isolated and can participate in discussions and campus activities with more confidence. No There is pitch of distance or difference. No group will be discriminated against, or feel unfair. The use of sign language is considered to have a significant positive impact in supporting the participation and learning of people with disabilities in an inclusive education environment. The main benefits include: 1. Increasing participation and understanding of people with disabilities in the learning process. Sign language helps them to be more actively involved and understand the subject matter better.

2. Increase social interaction and self-confidence for people with disabilities. The use of sign language can reduce communication barriers and create a more inclusive campus environment, thus encouraging people with disabilities to socialize and express themselves better.

6. ACKNOWLEDGEMENT

We would like to express our gratitude to the editors and reviewers. Editors have a big role in improving the quality of scientific journals. We appreciate the valuable input from the editors and reviewers who helped improve the quality of this manuscript so that it is suitable for publication. Thank you also for the support from the Wira Bhakti College of Social and Political Sciences, for supporting the author and team in carrying out research to produce excellent research output. maximum with publication achievements that meet expectations.

7. BIBLIOGRAPHY

- [1] P. R. E. A. Perdana, “Efektifitas Pelatihan Bahasa Isyarat Dasar Bagi Calon Guru Inklusi Di Wilayah Provinsi Banten,” *J. Dissability Stud. Res.*, vol. 1(1): 1., pp. 4–27.
- [2] A. S. W. Mandasari, Rika, “Upaya Public Relations Pusbisindo Dalam Mengampanyekan Penggunaan Bahasa Isyarat Indonesia Di Kalangan Masyarakat,” *Prologia*, vol. 6(2):, pp. 355–61..
- [3] A. S. J. Rahmah, W A, “Efektivitas Penggunaan Bahasa Isyarat Bagi Penyandang Disabilitas Dalam Pendidikan Inklusif Di Slb Bina Mandiri,” *J. Ilm. Multidisiplin Terpadu* 8(6) 699–704., [Online]. Available: <https://sejurnal.com/1/Index.Php/Jimt/Article/View/2930%0Ahttps://Sejurnal.Com/1/Index.Php/Jimt/Article/Download/2930/3432>.
- [4] A. A. F. Rahmawati, S, H Husin, “Efektivitas Pelatihan Bahasa Isyarat Bagi Dosen Dan Tenaga Pendidik Di Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi,” *J. ...*, vol. 2(1):, pp. 44–51., [Online]. Available: <https://e-journal.lp2m.uinjambi.ac.id/Ojp/Index.Php/Jdsr/Article/View/1803%0Ahttps://E-Journal.Lp2m.Uinjambi.Ac.Id/Ojp/Index.Php/Jdsr/Article/Download/1803/859>.
- [5] R. Indonesia., “Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional,” *Tek. Bendungan*, vol. (1):, pp. 1–7..
- [6] R. Indonseia, “Peraturan Menteri Riset, Teknologi, Dan Perguruan Tinggi Republik Indonesia No. 46 Tahun 2017.’ Kemenristek-Dikti (926).” [Online]. Available: [Www.Peraturan.Go.Id](http://www.Peraturan.Go.Id).
- [7] N. L. Mauliddiyah, “No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析title.’ :,” vol. 6..
- [8] J. Smith, “The Effectiveness Of Sign Language Use In Inclusive Education: A Case Study Of Slb Bina Mandiri,” *J. Incl. Educ.*, vol. 10((2)):, pp. 45-58..
- [9] “Indonesia, Peraturan Pemerintah Republik. ‘Peraturan Pemerintah Republik Indonesia Nomor 13 Tahun 2020 Tentang Akomodasi Yang Layak Untuk Peserta Didik Penyandang Disabilitas,” *Eur. J. Spec. Needs Educ.*, vol. 296(243):, pp. 1–11., 2017, [Online]. Available: https://jdih.kemdikbud.go.id/Arsip/Salinan Pp Nomor 57 Tahun 2021.Pdf%0Ahttp://Www.Ncse.Ie/Uploads/1/Ncse_Inclusion.Pdf%0Ahttps://Www.Sheffield.Ac.Uk/Polopoly_Fs/1.18989!/File/The-Inclusive-Learning-And-Teaching-Handbook.Pdf%0Ahttp://Ejournal.Upi.Edu/Inde.
- [10] R. Indonesia, “Undang-Undang (Uu) No. 8 Tahun 2016.’ 4(June): 2016.”.