

## Exploring the Role of Teachers in Facilitating Communication and Social Interaction among Deaf Students: A Case Study at SLB-E Negeri Pembina Medan

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### ABSTRACT

This study explores teachers' roles in educating deaf students in communication and social interaction at SLB-E Negeri Pembina Medan. The main focus of this research is to understand how teachers enhance students' communication skills and social interactions through appropriate approaches, methods, and learning strategies. This research employs a qualitative case study approach, with data collection techniques through interviews, observations, and documentation. Research shows teachers support deaf students' social development by applying innovative teaching methods and creating an inclusive learning environment. Using visual aids and technologies such as images, videos, and sign language significantly contributes to creating an effective and enjoyable learning process for deaf students.

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## 1. INTRODUCTION

Inclusive education today increasingly demands serious attention to the fulfilment of the needs of students with special needs, including deaf students who experience significant barriers in communication and social interaction [1]. Communication becomes the basic foundation in the teaching-learning process and the formation of healthy social relationships [2]. However, for students with hearing impairments, limitations in hearing result in difficulties in mastering spoken language, which ultimately affects their ability to actively participate in the school social environment.

Difficulty understanding spoken language causes many deaf students to experience social isolation and low self-esteem in forming peer relationships [3]. This condition demands a role for teachers beyond merely delivering the subject matter. Teachers must bridge the communication barriers students face and the social demands in the educational

environment [4]. This challenge requires a pedagogical approach that understands academic needs and touches on students' social and emotional aspects.

In their strategic position, teachers act as social facilitators who create spaces for safe, supportive, and inclusive interactions [5]. The use of sign language, hearing aids, visual media, and collaborative practice-based learning is an important instrument in establishing two-way communication between deaf students and their surrounding environment [6]. Teachers must also apply adaptive and responsive strategies to meet students' individual needs, so the learning process occurs cognitively, socially, and emotionally.

Through this role, teachers not only help deaf students understand the subject matter but also develop basic social skills that are important for everyday life [7]. Effective communication in the classroom directly contributes to an increase in self-confidence, empathy, and active participation of students in the school community [8]. Thus, the role of teachers in facilitating communication and social interaction becomes the key to realising education that is truly inclusive and socially just for deaf students.

SLB-E Negeri Pembina Medan, an exceptional education institution that deals with students with hearing impairments, becomes an important locus in exploring teacher facilitation practices in the communication and social interaction processes. In everyday life at school, teachers become the main agents who mediate social relationships among students, create a safe space for communication, and shape a classroom climate that supports the diverse needs of students.

Nisa's research on education for deaf students in Indonesia focuses on developing communication skills through sign language approaches, technology-based learning, or speech therapy interventions [9]. However, studies exploring teachers' roles in facilitating communication and social interaction among deaf students are still limited. Most studies position teachers as facilitators of academic learning, rather than as drivers of social processes in the school environment.

Moreover, previous research by Widiyani & Harsiwi tends to separate the discussion between communication and social interaction, whereas both are interconnected in forming the social engagement of deaf students [8]. In Medan in particular, few case studies highlight the context of State-Sponsored SLB-E, even though this school has unique characteristics in managing multilevel classrooms and using total communication methods combined with socially-based learning activities. This gap indicates the need for research that explores how teachers play a strategic role in building communication bridges and social interactions among students in the classroom and daily school activities.

This research presents novelties in several aspects. First, the study analyses teachers' communication techniques and the pedagogical and social strategies implemented to strengthen interactions among deaf students. Second, this research examines the teachers' involvement in school social life, including their roles as role models, conflict mediators, and links between deaf students and the non-hearing-impaired environment. Third, the research was conducted at SLB-E Negeri Pembina Medan, which serves as a reference for other special schools in North Sumatra, so the findings are expected to become a model of best practices that are locally relevant but have broader implications at the national level.

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Using a qualitative case study approach, this research has the potential to fill the gap in the literature regarding the role of teachers in building bridges of communication and social interaction for deaf students in an integrated manner, which has not been widely discussed in Indonesia before. The findings are expected to contribute conceptually to developing special education curriculum and training for special needs teachers in the future.

## 2. METHOD

The method used in this research is a qualitative research method with a descriptive approach. Qualitative research aims to understand a problem or phenomenon experienced by the research subjects deeply and holistically [10]. In this context, the case study approach was chosen as the research design because it allows the researcher to explore in depth the dynamics of communication and social interaction experienced by deaf students in special school environments, particularly the role of teachers in the process. This approach is considered the most appropriate because the research focuses on intensively understanding the context and individual experiences at a single location, namely SLB-E Negeri Pembina Medan.

The data in this study were obtained from two sources, namely primary data and secondary data. Primary data were collected through in-depth interviews and participatory observations of teachers teaching deaf students, school principals, and several deaf students who were purposively selected based on their knowledge and experience relevant to the research topic [11]. The participants interviewed consisted of 2 teachers, one principal, and two deaf students. This selection used a purposive sampling technique by considering the active involvement of subjects in the communication and learning processes. Secondary data were obtained from books, scholarly journals, articles, and previous research findings that support the theoretical understanding of the research topic.

Data collection was conducted over two weeks in March 2024. Each observation session lasted approximately 60–90 minutes, while interviews lasted 30–60 minutes per participant. The data collection process followed ethical protocols, including obtaining informed consent from all participants in writing and verbally. For deaf students, consent was also obtained from their guardians or parents. The researcher ensured the confidentiality and comfort of participants by avoiding pressure and giving participants the freedom to withdraw at any time [12].

Data collection techniques include interviews, documentation, and observations focused on the central research issue, which is the role of teachers in fostering communication and social interaction among deaf students. Data analysis is conducted through data reduction, presentation, and conclusion drawing stages. Data is reduced by selecting information relevant to learning activities and social interactions. Data presentation is arranged in the form of descriptive narratives, and then conclusions are drawn based on triangulation from the results of interviews, observations, and documents obtained [10].

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### 3. RESULTS AND DISCUSSION

#### 3.1. Results

##### 3.1.1. The Role of Teachers in Educating Hearing-Impaired Students for Communication and Social Interaction

The observation results at SLB-E Negeri Pembina Medan show that teachers strategically educate deaf students, particularly in developing communication and social interaction skills. Teachers deliver content and facilitate communication and social-emotional guides for students. Learning is conducted with an individual and multisensory approach, using visual media such as images, signal cards, hearing aids, and sign language to clarify understanding. In addition to academic focus, teachers also actively train students' social skills through group activities, conversation simulations, and habituating communication etiquette such as greeting, waiting for turns, and understanding expressions. When facing communication barriers, teachers show creativity with strategies such as visual repetition and positive reinforcement, which have been proven to enhance students' confidence. School support through an inclusive culture and teacher collaboration reinforces this role. Teachers also work together with parents and therapists to ensure students' communication development. Overall, the role of teachers is crucial in creating an adaptive, empathetic learning environment that supports the social growth of deaf students. The observations' findings align with the interview results, which the researchers have presented below, along with their sources.

Resource Person 1 - Headmaster (N1)

*"Teachers here not only teach subjects but also educate comprehensively. Because deaf students have communication barriers, teachers must be more patient, creative, and sensitive. We continue to encourage teachers to use various visual methods and individual approaches so that students can understand more easily and communicate effectively."*

The school principal also emphasised that developing students' social skills is one of the school's priorities, involving teachers, parents, and other support staff in a collaborative system.

Source 2 – Teacher 1 (N2)

*"We use many visual media such as pictures, whiteboards, and cue cards. Sign language is certainly the foundation, but we also teach simple communication etiquette to build social interaction, such as greeting, saying hello, or waiting for one's turn to speak."*

This teacher also explains the importance of **repeating instructions in different ways and using facial expressions to clarify the** intent of communication.

Source 3 – Teacher 2 (S3)

*"I usually create game conversation simulations so they can learn to interact with their peers. Their response has been quite good, although it takes time. The main challenge is building the students' confidence, as they tend to be afraid of making mistakes or misunderstanding others."*

This teacher emphasises the importance of positive reinforcement in every learning process and student interaction.

Source 4 - Student 1 (N4)

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*"The teacher teaches me using pictures and hands (sign language). If I do not understand, the teacher repeats it. I enjoy group work, and I can play with my friends."*

This student appears enthusiastic when discussing group activities, showing that collaborative learning helps them interact socially.

Source 5 - Student 2 (N5)

*I can ask the teacher if I do not understand. The teacher is nice, not angry. I can communicate with my friends using gestures. Sometimes I also use writing.*

This statement from students describes their comfort in communicating with teachers and peers and indicates the presence of alternative strategies, such as writing, used in interactions. Interview results reinforce observational findings that teachers are critical in helping deaf students develop communication and social interaction skills. Teachers have created an inclusive environment that supports students' social-emotional growth through visual media, empathetic approaches, positive reinforcement, and group-based learning.

Based on the observations and interviews at the State Special Education School (SLB-E) in Medan, it can be concluded that teachers play a central role in educating deaf students, especially in fostering communication skills and social interaction. Teachers act as educators, communication facilitators, social-emotional guides, and students' social integration drivers. With an individual, multisensory approach and visual media such as images, sign language, and signal cards, teachers can help students understand the material while expressing themselves more confidently.

Students' social skills are also developed through various strategies, such as conversation simulations, group work, and familiarising them with simple communication ethics. Teachers demonstrate creativity through positive reinforcement and visual repetition when facing communication barriers. Interviews with the principal, teachers, and students confirm that an inclusive and collaborative school environment significantly supports this process. Cooperation among teachers, parental involvement, and collaboration with support staff such as therapists also strengthen the effectiveness of teachers' roles. Overall, both the findings from observations and interviews indicate that **teachers play a crucial role in creating an adaptive, empathetic, and empowering learning environment**. Teachers' efforts in supporting deaf students enhance their communication skills and encourage healthy and meaningful social development in daily life.

### **3.1.2. Factors Hindering Teachers in Educating Hearing-Impaired Students**

The observations at the SLB-E State Development School in Medan show that teachers face several obstacles in educating deaf students internally and externally. The main obstacles observed are the limitations of learning tools that support visual communication, such as hearing aids that do not always function optimally, and a lack of interactive technology-based learning media. Furthermore, the differences in students' abilities to understand sign language also pose a unique challenge, requiring teachers to adjust their methods individually.

Teachers also face challenges in fostering social interactions among students who tend to be closed off or passive, especially those with severe communication disorders. The lack of ongoing specialised training and a high administrative burden further limit teachers'

time to engage in more intensive personalised approaches. On the other hand, the inadequate involvement of parents in supporting the learning process at home also slows down the progress of students' communication and social interactions. Overall, these obstacles require teachers to work more creatively and flexibly, but they also indicate the need for systemic support from schools and related institutions to improve the quality of education for deaf students. The findings of the observations are consistent with the results of the interviews, and the interview results have been presented by the researcher below, along with their sources.

Resource Person 1 - Headmaster (N1)

*One of the challenges we face is the limitation of communication aids. Not all students have adequate hearing aids, and we lack technology-based learning media. This certainly affects the effectiveness of material delivery, especially in developing students' communication skills.*

Source 2 – Teacher 1 (N2)

*Every student has different abilities in understanding sign language. Sometimes in one class, some students are already fluent, but some are still very basic. So I have to adjust my approach for each student, which takes more time.*

The teacher also mentioned that the lack of further training on alternative communication strategies is challenging.

Source 3 – Teacher 2 (N3)

*"We are often burdened with school administrative tasks, such as reports, which limit the time for mentoring students on a personal level. However, deaf students need an intense individual approach."*

The teacher added that collaboration with parents is also not optimal because not all parents actively assist their children's learning process at home.

Source 4 - Student 1 (N4)

*"I have trouble using hearing aids. Sometimes it is not clear. If the teacher talks from a distance, I cannot see their hands (signals)."*

This statement indicates the technical constraints in hearing aids and the importance of close and clear visual communication in the learning process.

Source 5 - Student 2 (N5)

*I love learning, but sometimes I am confused about new lessons. If my friends understand quickly, I take my time. I am embarrassed to keep asking questions.*

This student describes psychological barriers such as embarrassment and lack of self-confidence, which challenge teachers to establish effective communication. This interview reinforces the observation results that teachers face various obstacles in educating deaf students, ranging from limited facilities, differences in student abilities, to a lack of time and training support. These obstacles impact the learning process and the pace of students' communication and social interaction development.

Based on the observations and interviews at SLB-E Negeri Pembina Medan, it can be concluded that teachers face various inhibiting factors in educating deaf students, both from technical, pedagogical, and social aspects. The main obstacles include limitations in communication aids, such as suboptimal hearing aids and a lack of interactive technology-

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based learning media. Additionally, the differences in students' abilities to understand and use sign language require teachers to adjust their approaches individually, which demands more time and attention.

From the teacher's side, the high administrative burden and lack of further training reduce effectiveness in providing intensive and personal guidance. Inconsistent parental support in the home learning process also poses an additional obstacle that impacts the delay in students' communication and social interaction development. On the student's side, technical barriers in using hearing aids, limited understanding of new material, and psychological factors such as embarrassment and lack of self-confidence reinforce the challenges teachers face. Therefore, collaborative efforts between schools, teachers, parents, and related parties are needed to create a more inclusive, communicative, and supportive learning environment for the optimal development of deaf students.

### 3.1.3. Supporting Factors Experienced by Teachers in Educating Hearing-Impaired Students

The observation results at the SLB-E State School in Medan indicate that despite various challenges in the learning process of deaf students, several supporting factors strengthen the role of teachers in educating students with hearing difficulties. One of the main factors that serves as a strength is the high commitment and dedication of teachers in understanding the special needs of students. Teachers demonstrate enthusiasm in adjusting visual learning strategies and using sign language as the primary communication medium. Furthermore, the availability of a relatively conducive learning environment, such as classrooms designed to minimise noise disturbances and optimise visual communication, also supports the success of the learning process. The SLB-E Negeri Pembina Medan also has fairly good institutional support in providing basic training for new teachers and collaboration with external parties, such as social institutions and universities, to support the capacity development of teaching staff.

Positive interpersonal relationships between teachers and students are also an important factor. The familiarity and empathy that develop create a comfortable atmosphere for students to communicate and interact in the school environment. Moreover, the support from fellow teachers, whether in the form of regular discussions or sharing teaching strategies, provides motivation and enriches the approaches used in learning. These supporting factors form a strong foundation for teachers to optimise deaf students' potential, particularly in developing communication and social interaction skills. Although facilities have limitations, a collaborative spirit, social sensitivity, and openness to innovation are the main strengths in creating an adaptive and inclusive learning process. The findings from observations are also consistent with the interview results, which the researcher has outlined below, along with the sources.

Source 1 – Head of School (N1)

*We always encourage teachers to participate in training, at least those provided by the education office. Although it is not yet routine, basic sign language training and inclusive*

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learning strategies have been held several times. In addition, we are also collaborating with several universities for teacher competency development.

The school principal emphasised the importance of institutional support to reinforce teacher professionalism and create a conducive and adaptive learning environment.

Source 2 – Teacher 1 (N2)

*What helps me a lot in teaching is the supportive work atmosphere here. We teachers often discuss when there are difficulties with certain students. We share methods and experiences. This is very important because deaf students cannot be taught similarly.*

This teacher emphasises the importance of teacher collaboration as a key supporting factor in educating deaf students.

Source 3 – Teacher 2 (N3)

*I feel helped because most students here are familiar with basic sign language. So even though their abilities vary, I can explain the lessons visually. In addition, my relationship with the students is quite close; they are more open when the classroom atmosphere is enjoyable.*

This teacher emphasises that the students' initial ability in sign language and good interpersonal relationships support learning success.

Source 4 - Student 1 (N4)

*The teacher is very patient. If I do not understand, she repeats it using pictures or gestures. My friends also like to help me when I am confused. I enjoy learning.*

This student's statement shows that a visual approach and a supportive classroom atmosphere help students understand the material better.

Source 5 - Student 2 (N5)

*I enjoy studying here because the teachers are nice. They understand we cannot hear, so they use many hands (signs) and pictures. If I am afraid to ask, sometimes my friends help.*

This student emphasises that visual communication and solidarity among students support comfort in learning. The interviews with these five sources show that teacher dedication, collaboration among the teaching team, visual communication skills, positive teacher-student relationships, and institutional support are significant supporting factors in the education of deaf students at SLB-E Negeri Pembina Medan. These factors align with the results of observations and reinforce the importance of creating an inclusive and empathetic learning ecosystem.

Based on the interviews conducted with five sources, several supporting factors were found to significantly contribute to the success of teachers in educating deaf students. The school principal (N1) revealed that the institution actively provides institutional support through basic sign language training and collaboration with external organisations to enhance teacher competency. This indicates that structural support from the school management is an important foundation in strengthening the capacity of educators.

Interviews with two teachers (N2 and N3) confirmed that collaboration among teachers is one of the main supporting factors. Teachers regularly engage in informal discussions to share experiences and effective teaching strategies for students with hearing impairments. In addition, students' readiness to use basic sign language and visual media

such as images, cards, and other communication aids is very helpful in the material delivery process. Positive interpersonal relationships between teachers and students are also important in creating a conducive learning environment.

From the students' perspective, two deaf students (N4 and N5) stated that the visual teaching approach, the consistent use of sign language, and the teacher's patience in repeating explanations greatly helped them understand the material. Additionally, supportive peers contributed to an inclusive and enjoyable learning atmosphere. Overall, the results of this interview reinforce observational findings that the supportive factors in educating deaf students at SLB-E Negeri Pembina Medan come not only from the pedagogical competence of teachers but also from a collaborative school ecosystem, an adaptive visual approach, and social support from a compassionate learning environment. These factors synergise to create a compelling and empowering learning process for deaf students.

### 3.2. Discussion

#### 3.2.1. The Role of Teachers in Educating Hearing-Impaired Students

The findings of this research confirm that the role of teachers in the education of hard of hearing students lies not only in delivering academic material but also plays a crucial role in developing students' communication and social interactions. Observation and interviews conducted at SLB-E Negeri Pembina Medan show that teachers use individual, multisensory, and visual strategy approaches to bridge the hearing limitations of students, while simultaneously building their confidence in socialising. This aligns with findings in Zulmiyetri's research, which states that visual-based learning strategies and empathetic approaches are very effective in enhancing the social participation of deaf students in the school environment [13].

Teachers also serve as social mediators, who teach sign language and shape ethical communication skills such as greeting, waiting for turns, and understanding social expressions. According to Putra, Rijal, & Firdaus, the success of social interactions for deaf students greatly depends on how well teachers can facilitate social learning through cooperation and group learning [14]. This is evidenced in field research, where conversation simulations and group games become effective methods for training students' social responses.

Furthermore, teachers' creativity in overcoming communication barriers using visual repetition, body language, and positive reinforcement demonstrates the importance of flexibility in pedagogical approaches. This aligns with Asriani's view that teachers in special schools need to have adaptive communication strategies so that learning can proceed effectively and meaningfully [15]. Teachers who are patient and do not judge students' communication mistakes tend to be more successful in creating a sense of safety and comfort in the learning process.

From an institutional perspective, school support through an inclusive and collaborative culture is also a significant supporting factor. Collaboration among teachers, parental involvement, and cooperation with support staff such as speech therapists have been proven to strengthen the communication development of students. This is reinforced by the research of Simamora & Yuliana, which shows that the collaborative role between teachers

and the school environment influences the social skills enhancement of children with special needs [16].

Thus, learning in special schools cannot be equated with learning in regular schools. Teachers must have strong sensitivity, creativity, and alternative communication skills. The results of this study also reinforce the findings of Fitriyani, who emphasised that special school teachers play the role of a "bridge to the social world" for deaf students, as they help students understand and adapt to social dynamics both inside and outside of school.

### 3.2.2. Factors Hindering Teachers

The observations and interviews conducted at SLB-E Negeri Pembina Medan reveal that teachers face various obstacles in educating students with hearing impairments internally and externally. This finding is consistent with several previous research results showing that education for students with hearing impairments requires a more complex pedagogical approach and systemic support than regular education. Research by Putri & Pangastuti emphasises that one of the biggest challenges in learning hearing-impaired students is the limited availability of communication aids and the lack of interactive visual learning media [17]. In the context of the State SLB-E Medan, this is confirmed through the acknowledgement of the principal and teachers who stated that not all students have adequate hearing aids, and there is a lack of available technology-based media. This barrier creates a gap in the information transfer process that heavily relies on visual communication.

Furthermore, Novalina emphasised the importance of diverse individual learning strategies for students with hearing impairments due to the differences in sign language proficiency among students [18]. This is in line with the results of teacher interviews, which state that they must adjust their approaches because some students are already fluent in sign language, while others are still very basic. The need to adjust these learning methods indicates the importance of ongoing teacher training, especially in alternative communication strategies such as total communication or visual phonics. Administrative challenges also emerge as an important finding that aligns with the research by Widiyani & Harsiwi, which shows that teachers in special schools (SLB) are often burdened by reports and administrative tasks, resulting in reduced time for personal interaction with students [19]. However, deaf students need an intensive individual approach to optimally develop their communication and social skills.

In addition, the finding about the low involvement of parents in the students' learning process is also supported by Rahmatunnisa's research, which states that the success of education for hard of hearing children is not only determined by the teaching and learning process at school, but also by the active involvement of the family in guiding the child at home [20]. This limitation impacts the delay in students' communication development, as reflected in interviews with teachers and students. From a psychological perspective, the feelings of shame, confusion, and lack of confidence experienced by students when facing new lessons are also supported by Alhulays' research [21]. They noted that emotional barriers often slow the active engagement of students with hearing impairments in learning activities, ultimately affecting their social interaction development.

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This finding indicates that SLB-E Negeri Pembina Medan teachers have shown a high commitment and flexibility in educating deaf students. However, limitations in facilities, a lack of further training, and administrative and social barriers remain significant obstacles. Therefore, systemic policy interventions from local and central governments are needed in the form of continuous teacher training, provision of assistive learning technology, and increased collaboration between schools and parents to create an inclusive learning environment that holistically empowers deaf students.

### 3.2.3. Supporting Factors Experienced by Teachers

The findings of this research show that the learning process of deaf students at SLB-E Negeri Pembina Medan is supported by several important factors that contribute to the effectiveness of teaching and successful communication. Among them are continuous training for teachers in the use of sign language, institutional support from the school, the utilisation of visual learning media, collaboration among teachers, and warm interpersonal relationships between teachers and students. All of these factors not only strengthen the professional capacity of teachers, but also create an inclusive and adaptive learning environment that meets the needs of students with hearing impairments.

This finding is consistent with the research by Putri & Harsiwi, which states that special training on alternative communication, such as Total Communication and the professional use of sign language, can enhance teachers' skills in delivering material to deaf students [22]. At the SLB-E Negeri Pembina Medan, the principal emphasised that the regular training program has become part of the strategy for improving the quality of teachers, carried out through collaboration with the Education Office and external disability support organisations.

In addition to individual competence, teacher collaboration has been an important pillar in educating deaf students. In line with Agustin's study results, professional collaboration among educators becomes an adaptive strategy in developing learning methods that suit the characteristics of each student [23]. Teachers at the State SLB-E Pembina Medan actively share their experiences and practical, creative approaches, especially in developing visual materials and using contextual sign language. This collaboration encourages reflective practices and reduces psychological pressure in facing challenges in inclusive classrooms.

The use of visual media also serves as a key supporting factor, as stated by Schwab, Wimberger, and Mamas, that the use of media such as images, symbols, activity cards, and audiovisual aids can bridge the verbal limitations of deaf students [24]. In this context, the interviewed students conveyed that they feel more helped when teachers use media that can be seen and consistently repeated, thus speeding up their understanding and responses in the learning process.

Another equally important factor is the positive social relations between teachers and students. According to the study by Mayer & Trezek, a supportive classroom climate, characterised by a sense of safety, acceptance, and warm emotional connections, significantly impacts the learning engagement of students with special needs [25]. At the SLB-E Negeri Pembina Medan, the interaction between teachers and students takes a

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humanistic and empathetic approach, allowing students to feel valued and brave enough to express their communication needs without fear or shame.

Thus, effective learning for deaf students is greatly supported by the synergy between teachers' professional capacities, institutional structural support, appropriate visual communication strategies, and the quality of interpersonal relationships within the classroom context. The results of this study reinforce the understanding that inclusive education not only requires curriculum adaptation but also relies on teachers' readiness and social-emotional sensitivity in building meaningful connectivity and communication with deaf students.

#### 4. CONCLUSION

Research findings indicate that teachers play a central role in educating deaf students, particularly fostering communication and social interaction. Teachers teach academic material and act as facilitators of communication and social-emotional guides through individual approaches, visual media, and collaborative learning methods. Support from an inclusive school environment, positive relationships with students, and cooperation with parents and therapists further enhance the effectiveness of teachers' roles. These findings imply that the education of deaf students requires an empathetic and collaborative approach. However, this study has limitations because it was conducted in only one school and did not involve parents' perspectives or long-term data. Therefore, further research needs to be conducted with a broader scope, supported by enhanced teacher training, adequate learning media provision, and strengthening the role of parents in the education process of deaf children.

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