

The Role of Counselors in Developing Oral Communication Skills of Deaf Children at ABATA Indonesia

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Abstract

The Role of Counselors in Developing Oral Communication Skills of Deaf Children at ABATA Indonesia. This study explores the role of counselors in ABATA Indonesia in improving the oral communication skills of deaf children. This research on the Role of Counselors in Developing Oral Communication Skills of Deaf Children was conducted using a qualitative approach with a type of field research with data collection techniques using Interview Techniques, Observation and Documentation. The results of the study indicate that Counselors act as providers of communication therapy that not only facilitate the development of children's speaking skills, but also as the main supporter in their integration into social and academic environments. The effectiveness of counselors in achieving this goal is strengthened by the use of structured therapy approaches, such as Auditory-Verbal Therapy (AVT) and Total Communication Approach, which are tailored to the individual needs of each child. Supporting factors for effectiveness include ongoing training, close collaboration with parents, and integration of technology into the therapy process. However, several barriers such as limited access to technology and social stigma are still challenges in optimizing therapy outcomes. This study concludes that ongoing efforts to overcome these barriers are essential to improving the quality of services and supporting the optimal development of deaf children in their oral communication.

Keywords: counselor, oral communication, deaf children, abata indonesia

Introduction

Deaf children in Indonesia face significant challenges in developing oral communication skills. Hearing impairments make it difficult for them to learn language naturally through listening, which is the primary way hearing children learn to speak. Many of them experience limitations in communicating with their social and educational environments (Rahmah, 2018). This is where the important role of institutions such as ABATA Indonesia comes in, which specifically provides educational and therapeutic services for children with hearing impairments.

Oral communication skills are an important aspect of child development, including for children with hearing impairments (Winarsih, 2012). Deaf children face unique challenges in developing effective oral communication skills, which often hinders their integration into social and educational environments (Rohmah & Harsiwi, 2024). In Indonesia, institutions such as ABATA Indonesia play an important role in providing educational and therapeutic services that

support the development of oral communication for deaf children. In this context, the personal role of the counselor becomes very vital.

Counselors have a huge responsibility in helping deaf children overcome their communication barriers. Through a holistic and personalized approach, counselors can help these children develop the oral communication skills necessary to interact with the world around them (Awwad, 2015). This includes the use of various techniques and methods that are tailored to the individual needs of each child. Counselors not only act as educators, but also as companions who provide emotional support and motivation (Lubis et al., 2022).

The goal of counselor intervention at ABATA is to foster oral communication skills that enable deaf children to interact more effectively with their environment. The expected condition is that these children can communicate fluently and confidently, so that they can participate fully in their social and educational lives. This is also expected to reduce the social stigma that is often attached to hearing impairment and increase their integration into society.

To achieve this goal, counselors use a variety of techniques and strategies, such as the Auditory-Verbal Therapy (AVT) method, which focuses on maximizing residual hearing and teaching speech. In addition, counselors also teach lip reading and sign language skills as communication aids. Family support is also an integral part of this approach, ensuring that children have a supportive environment both at home and at school.

ABATA Indonesia has long been known as an institution committed to improving the quality of life of children with hearing impairments through various innovative and effective programs. This article aims to explore the personal role of counselors in these programs, especially in developing the oral communication skills of deaf children. Through in-depth analysis, we will see how counselor interventions can bring significant changes in the lives of these children and provide them with opportunities to participate fully in society.

Although there is a lot of research on speech therapy (Humaera, 2017; Mawardah & Kusumawardany, 2023) and rehabilitation (RN Amalia, 2015; Nadi, 2019) For deaf children, literature that specifically explores the personal role of counselors in this context is still limited. Most studies focus on the technical aspects of therapy and rehabilitation, such as the Auditory-Verbal Therapy (AVT) method (Purwanti et al., 2023) or the use of supporting technology (Rohmah & Harsiwi, 2024). However, the role of the counselor as an emotional and psychological companion (Adella, 2023), which can be a key factor in the success of rehabilitation programs, has received less attention.

In addition, existing research often does not adopt a holistic approach that considers the interaction between various factors that influence the development of oral communication in deaf children. Many studies tend to be fragmented, focusing only on one aspect of therapy (RR Amalia, 2013; Ayudani, 2019; Laely & Aerin, 2019) without looking at how counselor interventions can play a role in a broader context. Research examining how counselors integrate multiple approaches to create strategies tailored to the needs of individual children is still rare.

The lack of research exploring the role of family and community support in counselor interventions is also a significant gap. In fact, support from the immediate environment is very important in the rehabilitation process of deaf children. Studies that examine how counselors involve families and communities in rehabilitation programs and how this impacts the final outcome of their interventions are needed to provide a more comprehensive picture.

Research evaluating the long-term effectiveness of counselor interventions in developing the oral communication skills of deaf children is also limited. Many studies only look at short-term results without considering the sustainability and consistency of the progress achieved. Longitudinal research that follows deaf children from therapy to adulthood can provide deeper insight into the sustainability of the benefits of counselor interventions.

The local context of Indonesia, including culture, social stigma, and socio-economic conditions, also influences the effectiveness of rehabilitation and empowerment programs for deaf children (Jaeni, 2015). Many studies conducted in other countries may not be fully relevant to conditions in Indonesia. Therefore, research that specifically explores the role of counselors in the local Indonesian context, such as in ABATA Indonesia, is needed to fill this gap and provide more relevant and applicable recommendations for practitioners in Indonesia.

The importance of this study lies not only in better understanding the role of counselors, but also in developing strategies and best practices that can be applied in various similar institutions. Thus, this article is expected to provide a significant contribution to the field of special education and counseling in Indonesia, as well as enrich the literature on interventions for children with hearing impairments at the global level.

The personal role of counselors in developing oral communication skills of deaf children in ABATA Indonesia is a relevant topic to explore further. Although ABATA Indonesia has made great efforts in providing comprehensive services, there are still various challenges that affect the effectiveness of the program. The main issues that need to be studied are how the role of counselors in ABATA Indonesia in developing oral communication skills of deaf children, the extent to which counselors are effective in developing oral communication skills of deaf children and what factors support or hinder the process.

Method

This study uses a field research method with a qualitative approach to deeply understand the role of counselors in developing the oral communication skills of deaf children at ABATA Indonesia (Sugiyono, 2014: 89). This method was chosen because it allows researchers to collect rich and detailed data through interviews, observations, and documentation analysis, and provides a descriptive picture of the phenomenon being studied.

Interviews were the primary method of data collection for this study. Interviews were conducted with counselors, parents, and children participating in the program at ABATA Indonesia. Semi-structured interviews were used to allow flexibility in exploring relevant topics (Equatora & Awi, 2021). Interview questions focused on counselors' experiences in

supporting children's oral communication development, strategies and techniques used, and challenges faced. Interviews with parents and children aimed to gain their perspectives on the effectiveness of counselor interventions.

Direct observation was conducted to observe the interaction between counselors and deaf children during therapy sessions and daily activities at ABATA Indonesia. This observation allowed the researcher to observe directly (Hasanah, 2017) techniques used by the counselor, children's responses to interventions, and the dynamics that occur in the therapy process. Field notes were made to document important findings during this observation.

Documentation is also used as an additional data source. (Sujarweni, 2014: 32). The documents analyzed included child progress notes, therapy reports, training modules, and institutional policies. Document analysis helped enrich the data obtained from interviews and observations, and provided a broader context about the program implemented at ABATA Indonesia. Data from this documentation also helped identify the methods and approaches used in the therapy process.

The collected data is analyzed descriptively. Descriptive analysis allows researchers to describe the phenomena that occur based on the data that has been collected (Ramdhan, 2021: 67). The analysis process involved organizing data, coding, and identifying key themes. Data from interviews, observations, and documentation were combined to provide a comprehensive picture of the counselor's role in fostering the oral communication skills of deaf children.

To ensure the validity and reliability of the data, method triangulation was used by combining interviews, observations, and documentation. This triangulation helps minimize bias and increase the accuracy of research findings (Nartin et al., 2024: 46). In addition, member checking was conducted by asking respondents to review their interview transcripts to ensure accurate interpretation of their statements.

Through this comprehensive field research method, it is expected that this study can provide in-depth insights into the role of counselors in developing the oral communication skills of deaf children in ABATA Indonesia. The findings of this study are expected to be used to develop more effective strategies in supporting children with hearing impairments, as well as providing significant contributions to academic literature and professional practice in the field of education and therapy for deaf children.

Discussion

The Role of Counselors in Developing Oral Communication Skills of Deaf Children at ABATA Indonesia

Emansipasi perempuan adalah sebuah kebebasan yang diberikan kepada perempuan untuk menuntut ilmu pengetahuan, sehingga mereka dapat berfikir maju seperti kaum laki-laki (Nainggolan, 2021). Emansipasi merupakan pembebasan diri dari perbudakan (Nuryati, 2015). Qasim Amin menekankan bahwa dalam Islam hendaknya perempuan diberikan hak-hak secara

proporsional. Misalnya, hak dalam pendidikan, yang mana mereka harus memperoleh hak yang sama dengan hak pendidikan laki-laki. Oleh karena itu, nilai-nilai Islam yang penuh dengan keadilan, menuntut tanggung jawab kepada Allah Swt. (Siregar, 2017). Pernyataan Qasim Amin memberikan penjelasan bahwa Islam tidak melarang perempuan untuk memperoleh pendidikan yang sama dengan laki-laki. Lebih luas lagi, emansipasi menghendaki, baik perempuan dan laki-laki, hendaknya memiliki akses yang sama dalam berbagai aspek.

a. Personal Approach

The role of counselors in developing the oral communication skills of deaf children is very crucial, especially through a personal approach. Counselors at ABATA Indonesia build strong and supportive relationships with each child, which is an important foundation for successful therapy. This approach allows counselors to understand the unique needs, concerns, and potential of each child, so they can adjust the most appropriate therapy methods. This close relationship also creates a safe and comfortable environment for children to learn and develop (Lesmani, 2009).

b. Application of Therapy Techniques

Counselors use a variety of therapeutic techniques to develop the oral communication skills of deaf children. Techniques such as Auditory-Verbal Therapy (AVT), lip-reading exercises, and the use of hearing aids are used effectively at ABATA Indonesia. Counselors ensure that each technique is tailored to the individual needs of the child, and monitor their progress continuously to adjust the therapeutic strategies if necessary. The application of these techniques aims to help children understand and produce spoken language better (Badiah, Jauhari, & Mambela, 2020).

c. Emotional Support

In addition to technical support, counselors also provide emotional support, which is essential for deaf children. Children often face a variety of emotional and psychological challenges, including frustration, low self-esteem, and social isolation. Counselors help children cope with these feelings by providing empathetic support and building self-confidence. Counselors also work with parents to create a supportive and positive home environment for children. Counselors who provide empathetic support and build close relationships with children can create a safe and comfortable environment, which in turn facilitates the development of their oral communication skills (Rania, 2021).

d. Parent Education and Involvement

The role of the counselor also involves educating and involving parents in the therapy process. Counselors provide information and training to parents on how to support their children's oral communication development at home. This includes simple practice techniques that can be done on a daily basis, as well as how to overcome challenges that may arise. By

actively involving parents, counselors ensure that children receive consistent and ongoing support, both at school and at home. Collaboration between counselors and parents is an important factor in achieving therapy goals, as well as improving the quality of life of deaf children in the long term (Siallagan & Harsiwi, 2024).

e. Therapy Program Development

Counselors at ABATA Indonesia also play a role in the development of a comprehensive and sustainable therapy program. They conduct regular evaluations of the ongoing program and make adjustments based on the needs of the children and the results achieved. Counselors also participate in training and workshops to update their knowledge and skills, ensuring that they are always using the most effective and latest therapy methods. This emphasizes the importance of counselors to stay up to date with the latest developments in the field of communication therapy, so that they can provide optimal and relevant services to the deaf children they serve (Adhy, 2023).

f. Handling Social Stigma

One of the major challenges facing deaf children is the social stigma that can affect their motivation and participation in therapy. Counselors play a vital role in overcoming this stigma by educating communities and neighborhoods about the importance of supporting children with hearing loss. They also work with schools and other agencies to create a more inclusive and supportive environment for deaf children. These strategies not only help improve their access to educational and social services, but also build positive self-esteem and confidence in deaf children (Kurniawati, 2024).

g. Long Term Results

The role of counselors in developing the oral communication skills of deaf children not only provides short-term benefits, but also has significant long-term impacts. Children who receive support from counselors demonstrate better communication skills, which allows them to participate more actively and confidently in social and educational environments. These improved communication skills open up wider opportunities for them to achieve academic and social success in the future, as well as helping them become productive and independent members of society (Nurussakinah et al., 2024).

Counselor Effectiveness in Developing Oral Communication Skills of Deaf Children in ABATA Indonesia

The effectiveness of counselors in developing the oral communication skills of deaf children at ABATA Indonesia is greatly influenced by a comprehensive personal approach. Each child undergoes an initial assessment to identify their individual needs, strengths, and challenges. Based on this assessment, counselors design a specific therapy program for each child, ensuring that the interventions provided are right on target. This approach has proven

effective because it allows counselors to focus on the aspects that need the most attention, significantly improving therapy outcomes (Shinta, 2009).

Counselors at ABATA Indonesia use a variety of therapy techniques tailored to the needs of the child, such as Auditory-Verbal Therapy (AVT), lip-reading exercises, and the use of hearing aids. The use of these techniques is tailored to the child's individual abilities and needs, ensuring that they receive the most effective therapy. Observations and interviews show that these techniques help children develop better oral communication skills, gradually improving their listening and speaking abilities. By paying attention to the variability in hearing ability, verbal communication, and response to therapy, counselors can significantly improve the success rate and quality of life of deaf children (Adella, 2023).

In addition to technical therapy, counselors also provide important emotional support for deaf children. These children often face various emotional challenges, such as frustration, low self-esteem, and social isolation. Counselors play a vital role in providing empathetic support, building self-confidence, and encouraging children to continue trying. This emotional support not only helps children feel more motivated to participate in therapy, but also improves their overall psychological well-being (Hayyu & Mulyana, 2015).

Parental involvement in the therapy process is also a key factor in the effectiveness of counselor interventions (Kumala et al., 2022). Counselors provide education and training to parents on how to support their children's oral communication development at home. By actively involving parents, counselors ensure that children receive consistent and ongoing support, both at school and at home. Research shows that children who receive support from their parents make faster progress in therapy.

Counselors at ABATA Indonesia routinely evaluate the progress of children in the therapy program. This evaluation includes monitoring progress, analyzing the effectiveness of the therapy techniques used, and identifying areas that need improvement. Based on the results of the evaluation, counselors make adjustments to the therapy program to ensure that each child receives optimal support. This approach allows the therapy program to remain relevant and effective in developing the oral communication skills of deaf children (Azizah et al., 2024).

The effectiveness of counselor interventions at ABATA Indonesia has significant long-term positive impacts. Children who participate in the therapy program show improved oral communication skills that allow them to participate more actively and confidently in social and educational settings. These improved communication skills open up wider opportunities for them to achieve academic and social success in the future. These long-term positive impacts indicate that counselor interventions are not only effective in the short term, but also provide ongoing benefits to the development of deaf children. Sustained efforts in providing communication therapy, supported by ongoing monitoring of children's progress, provide a strong foundation for achieving sustainable long-term results in improving the quality of life of deaf children (Rania, 2021).

Interactions between counselors and children show that children who receive therapy consistently show significant improvements in their oral communication skills. Children begin to pronounce words more clearly and respond better to verbal instructions. Techniques such as repetition, positive reinforcement, and the use of visual aids have been shown to be effective in helping children understand and produce spoken language. Observations also indicate that the supportive and positive atmosphere at ABATA Indonesia greatly assists in the learning process.

Child progress notes and therapy reports show consistent improvement in the oral communication skills of children who participate in the ABATA Indonesia program. These documents indicate that children have improved in various aspects of communication, including vocabulary, sentence structure, and fluency. These data support the findings from interviews and observations, indicating that counselor interventions have had a significant positive impact.

Supporting and inhibiting factors of counselors in developing oral communication skills of deaf children at ABATA Indonesia

a. Supporting Factors

1) Family Support

One of the main supporting factors in developing the oral communication skills of deaf children in ABATA Indonesia is family support. Active involvement of parents in the therapy process is very important, because they can continue the interventions provided by the counselor at home. Education and training provided to parents on communication techniques and how to support their children at home helps create a conducive environment for the development of oral communication skills. Emotional support from the family also gives children a sense of security and high motivation to learn and develop (Adhy, 2023).

2) Counselor Skills and Competencies

The skills and competencies of counselors at ABATA Indonesia are important factors in the success of the therapy program. Counselors who are trained in special techniques such as Auditory-Verbal Therapy (AVT) and lip-reading exercises are able to provide effective interventions. Counselors' experience and knowledge of the special needs of deaf children enable them to design and implement appropriate therapy strategies. Counselors' skills in providing emotional support and building strong relationships with children also play an important role in increasing children's motivation and participation in therapy (Sari & Yendi, 2018).

3) Inclusive Learning Environment

An inclusive and supportive learning environment is essential in the therapy process for deaf children. ABATA Indonesia creates a friendly and inclusive environment, where children feel accepted and valued. This environment includes not only a comfortable and safe physical space, but also a school culture that supports inclusion and values diversity. Support from

teachers, staff, and peers plays a vital role in building children's confidence and encouraging them to actively participate in learning activities (Cakraningrat & Fakhruddiana, 2015).

4) Structured Therapy Program

A structured and ongoing therapy program is another supporting factor. At ABATA Indonesia, the therapy program is well-designed and follows clear stages, from initial assessment to regular evaluation. The organized program structure helps counselors track children's progress and make necessary adjustments. This systematic approach ensures that each child gets the support that suits their needs, and helps in achieving therapy goals more effectively (Handojo & Sukada, 2024).

5) Collaboration with Institutions and Communities

Collaboration with various institutions and communities is also an important supporting factor. ABATA Indonesia works with schools, non-governmental organizations, and local communities to obtain additional support and resources. This collaboration helps in providing tools, technology, and training for counselors and families. In addition, educating the community about deaf children and the importance of inclusion helps reduce social stigma and create a more supportive environment for children (Susanti et al., 2023).

6) Continuous Research and Evaluation

Ongoing research and evaluation also play a vital role in supporting the therapy program. By conducting research that focuses on the most effective therapy methods and techniques, ABATA Indonesia can continue to develop and improve their program. Regular evaluation of children's progress helps counselors identify areas that need more attention and make adjustments as needed. This data-driven approach ensures that the therapy program is evidence-based and can produce optimal results (Baniaturrohmah et al., 2023).

These supporting factors, both from the internal and external environment, work synergistically to help foster the oral communication skills of deaf children at ABATA Indonesia. By utilizing all available resources and creating an inclusive and supportive environment, ABATA Indonesia can achieve its therapeutic goals more effectively and provide a sustainable positive impact for deaf children.

b. Inhibiting Factors

1) Limited Resources and Technology

One of the main inhibiting factors is limited resources and technology. ABATA Indonesia often faces challenges in providing high-quality hearing aids and other technologies needed to support therapy programs. Budget and resource constraints make it difficult to ensure that every child has access to appropriate devices. In addition, the lack of support from external parties, such as government and non-governmental organizations, can slow down the process of procuring the necessary devices and technologies (Rohmah & Harsiwi, 2024).

2) Social Stigma and Lack of Awareness

The social stigma against deaf children is also a significant barrier to developing their oral communication skills. Lack of community awareness and understanding of the special needs of deaf children often results in discrimination and social isolation. This stigma not only affects the children directly, but also impacts their motivation and participation in therapy programs. Inadequate community education makes this challenge even more difficult to overcome, hindering the creation of an inclusive and supportive environment (Widyastutik, 2021).

3) Counselor Skills and Training Limitations

Limited skills and training of counselors are also significant barriers. Although counselors at ABATA Indonesia strive to provide the best possible service, lack of access to continuing education and professional development can limit their effectiveness. Counselors' skills in using the latest therapeutic techniques and assistive technology are essential, but if not regularly updated, this can hinder children's progress in the therapy program. In addition, high workloads and lack of additional support can affect counselor performance, reducing the quality of interactions and interventions provided (Sari & Yendi, 2018).

Conclusion

The role of counselors at ABATA Indonesia in developing the oral communication skills of deaf children is very important and diverse. Counselors not only provide structured and personalized communication therapy, but also become key supporters in helping deaf children overcome their communication challenges. The effectiveness of counselors in this process is seen in the significant improvement in the verbal language skills of the children they serve, allowing them to be more involved in social and educational environments. Factors that support counselor effectiveness include adequate training, use of appropriate therapy techniques, and close collaboration with parents and the community. On the other hand, limited resources, social stigma, and challenges in accessing technology are inhibiting factors that need to be addressed to maximize the results of communication therapy for deaf children at ABATA Indonesia. By continuously improving their approach and supporting counselors with adequate resources, ABATA Indonesia can continue to improve the quality of their services and support the optimal development of deaf children in the long term.

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