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## Teachers' Perspectives on the Education of Deaf and Hearing Difficulty Students in Indonesia: Research at SLB-B Negeri Cicendo Bandung

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### ABSTRACT

Deaf and hard-of-hearing students are a group of people who need special education, but that has not been fulfilled in the Indonesian education system. This research is field research conducted at SLB-B Negeri Cicendo Bandung, the oldest deaf school in Indonesia, located in Bandung. This research was conducted by observing the activities of students in the classroom and in-depth interviews with their teachers; this was done to initiate discussions about various aspects of their education. Problems with language and speech mastery, teaching methods, students' dialectical relationships with technology, and experiences of stigma are used to bring out their life experiences. The study underscores the need to develop and improve the ability to master spoken and spoken language and academic content development. This will increase the access of deaf students to a wide range of disciplines and allow them to go beyond the basic level of attainment.

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## 1. INTRODUCTION

People with disabilities constitute 8.56% of the total population of Indonesia. There is a breakdown of the conditions of persons with disabilities by age. The 2-6 year age group is 24,063,555 people, the 7-15 year age group is 38,230,390 people, the 19-59 year group is 162,732,512 people, and the age group over 60 years is 21,609,716 ([Intermediate Population Survey Census or SUPAS, 2015](#)). Among these people with disabilities, a myth has emerged that hearing loss may not be a form of disability as severe as blindness. However, this form of distraction poses the most demanding challenges for those affected because of its direct effect on the ability to understand spoken language and speak.

The educational needs of deaf and hearing students remain inadequately addressed in the Indonesian education system. Their specific health conditions do pose particular unique challenges to their education. Previous research has shown that the absence of a solid and supportive deaf education model has led to the emergence of negative attitudes of parents and teachers of children who find it difficult to hear about the career options available to them ([Parasnis et al., 1996](#)). The current study tries to put forward some of the significant debates relating to their learning process. Understanding these issues is considered necessary because of their consequences on the abilities acquired and their future career prospects to facilitate adopting best practices that enable them to lead empowered lives. This is in line with the vision of article 23 (paragraph 1) of the Convention on the Rights of the Child, which states that participating countries recognize that a child suffering from mental and physical disabilities should enjoy an entire and decent life in conditions that ensure dignity, increase trust. Self and facilitate the active participation of children in society ([Convention on the Rights of the Child approved by the General Assembly of the United Nations, 1989](#)). In this study, problems/issues regarding language and speech development, access to technology and aids, teaching methods, stigma, and teacher perspectives are discussed.

Hearing impairment can be distinguished from deafness. Hearing loss is a reduction in the ability to listen to either partially or entirely, in one or both ears, either a mild or more severe hearing threshold of more than 25dB at a frequency of 500, 1000, 2000 4000Hz. The standard category hearing threshold for humans is -10-25dB intensity. On the other hand, deafness means the complete loss of hearing from one or both ears. There are three types of hearing loss: conductive hearing loss, sensorineural hearing loss, and a mixture of the two. Hearing loss can be categorized based on the part of the hearing system that is damaged. In the case of children, the International Standards Organization (ISO) classifies the degrees of hearing loss such as: (1) Mild distraction (26 dB - 40 dB): This involves difficulty hearing and understanding soft speech, long-distance speech, or speech against a background noise, (2) Moderate disturbance (41dB - 60 dB): for children, the range 31-60 dB is considered moderate. This involves difficulty hearing ordinary speech, even at close range, (3) Severe distraction (61-90 dB): this makes conversational speech inaccessible. What can be heard are loud speeches and loud voices, and (4) Doubt is very severe (more than 90 dB): loud sounds are only felt as vibrations at this level of disturbance.

The difficulty in speaking will increase as the difficulty of hearing increases. For example, a person must rely on the eyes rather than the ears in severe hearing loss. So even though they are forced to communicate orally, this limitation will force them to rely on other body parts: eyes, body movements, faces, and hand signals. This is consistent with the fact that hearing loss in one category will impact language fluency, socio-emotional function, and children's academic achievement. An initial estimate of the degree of hearing loss can facilitate early intervention. According to [Marschark et al., \(2010\)](#), children with hearing difficulties who

receive early intervention services in language have better social development and early academic achievement than their counterparts who do not accept these services. The nature of this categorization also reveals that students who are hard of hearing at any grade/level can represent a very diverse population in terms of hearing capacities, attainment levels, and different educational requirements. Previous research (Marschark *et al.*, 2010) has also revealed that even minimal hearing loss (16-25 dB) can affect academic achievement. This can lead to an extensive categorization of students who may need additional educational services but are not currently receiving them.

### 1.1. Research Objectives

This research is field research conducted at SLB Negeri Cicendo Bandung, the oldest school for hearing impairment in Indonesia which is located in Bandung. Data collection was completed in December 2020-February 2021. The inability of deaf students makes their educational experience very different from students in general education classrooms and students belonging to other groups of disabilities. As a result, teachers have to develop specific skills to meet their educational needs. A microbiological study in a school setting allows for a closer look into their daily lives, providing critical input for tailoring the educational experience to best suit their needs and thereby improving employability, life opportunities, and living standards. Adult. With this in mind, the following objectives were set for this study: (1) To understand the way of teaching that is given in the classroom for deaf students. (2) To learn how access to and use of technology affects the lives of deaf students. (3) To voice the biopsychosocial experiences, they encounter in their daily lives.

### 1.2. SLB-B Negeri Cicendo Bandung

There are approximately 441 deaf students. In West Java, namely Bandung, there is a particular school for deaf people. The school is SLB-B N Cicendo Bandung. Historically, this school was founded in 1926 by Roelfsema Wesselink to initiate education for deaf children. In 1952, this institution was inaugurated as an extraordinary training people's school; not long afterward, in 1954, the Ministry of Education designated this institution to be the SLB-B Cicendo Bandung which had a private status under the Association of Deaf Children Education Organizers (YP3ATR). On January 2, 2009, SLB-B Cicendo Bandung changed its position to SLB-B Negeri Cicendo Bandung and was inaugurated on February 26, 2009, by the governor of West Java.

This school aims to create students devoted to God Almighty, competent in communicating, have life skills, and care for the environment. The methods taken to realize these goals are (1) developing character education for students so that they become human beings who fear one and only God, have a noble character, are disciplined, independent, communicative, and care for the environment; (2) preparing SLB-B N Cicendo as a center for the development of children's talents, language, and communication; (3) increasing student achievement in various fields; (4) develop students' interests and talents according to their competencies; (5) preparing students to have life skills and entrepreneurial insight; (6) have competent and professional teaching staff and education staff; and (7) creating a friendly, healthy and clean school environment. This school has 133 students consisting of 10 TKLB students, 49 SDLB students, 32 SMPLB students, and 42 SMALB students. This school has 35 teaching staff and 15 teaching staff.

### 1.3. Theoretical Framework

This research is based on the social disabilities model, which seeks to understand and identify systemic barriers, negative attitudes, and social exclusion (intentionally or unintentionally), which means that society is a significant factor in making people with disabilities unable to participate in society fully. This model does not deny the problem of disabilities but places them right in society. According to social disabilities, people with disabilities are not due to individual limitations but because of the failure of society to provide appropriate services and adequately guarantee the needs of persons with disabilities. So disability, according to the social model, is anything that imposes restrictions on persons with disabilities, ranging from individual prejudice to institutional discrimination, from inaccessible public buildings to unavailable transportation systems, from separate education to excluding work arrangements, and so on. People with disabilities, as a group, experience failures such as discrimination that is institutionalized through society.

The social model of disabilities is based on the difference between the terms impairment and disability. In this model, the word impairment refers to the actual attributes (or absence of features) that affect a person, such as an inability to walk or breathe independently. Meanwhile, the word disability refers to the boundaries caused by society when society does not provide equal attention and accommodation for the needs of individuals with disabilities.

## 2. METHODS

In understanding the different aspects of education in the deaf school, the two stakeholders sought for the research were teachers and Public Relations at SLB-B N Cicendo Bandung. Currently, 35 teachers are working in the school, consisting of 26 PNS teachers and 9 non-PNS teachers. Interviews were conducted with them. Meanwhile, some teachers will be selected based on their educational qualifications, such as a Diploma or Bachelor of Special Education. This study used a qualitative ethnographic method to uncover problems and debates related to the education of deaf children at SLB-B N Cicendo Bandung. Ethnography is an in-depth study based on in-depth and open interviews and incisive observations of how people live in different contexts. The data are obtained through descriptions of what happened at the site. It aims to place respondents in their socio-cultural environment.

According to Chih-Pei & Chang, (2017), the ethnographic research procedure, in general, determines whether the research problem is the most suitable to be approached with ethnographic studies; identify and select the location to be studied; sampling arrangements; record information, and write a thorough report. SLB-B N Cicendo Bandung is located in the city of Bandung, West Java province. The investigation began with interaction with the administrative staff of SLB-B N Cicendo Bandung to ask permission to conduct research. After obtaining the consent given, the researcher aims to put forward issues related to children's education with special needs in Indonesia and research the school environment. Permission is granted to continue the study until the researcher obtains the complete data.

Because schools are still implementing distance learning, primary data collection is carried out by in-depth interview method with teachers and education personnel using WhatsApp and Zoom social media. Meanwhile, secondary data was collected from the official website of SLB Cicendo Bandung (Youtube, FB, and Instagram); the secondary data obtained was then clarified to the interviewed teachers and school staff. Field notes were taken during and after observation. These notes are documented briefly during and after the statement. These notes are written shortly during observation and transcribed upon return from the field. In-depth interviews were conducted with 5 educators and 2 educational staff working at SLB-B Negeri Cicendo Bandung at the time of this study. Interviews are conducted based on a pre-designed interview schedule that is semi-structured to allow questions from the research process to

arise. The research questions were synthesized into four main categories of research findings: language and speech development, teaching methods, access and use of technology, and stigma and discrimination facing students.

### 3. RESULTS AND DISCUSSION

#### 3.1. Language and Speech Development

Based on the results of interviews with teachers of SLB-B N Cicendo Bandung, it was found that communication is one of the essential elements that allow teachers to access the daily lives of deaf students. Communication also facilitates positive teacher-student relationships because the parents of these students may be deaf-speechless and may not be. Hence, the teacher has the primary responsibility in providing suggestions and feedback to parents for the improvement of their communication skills, which in turn improves the student's relationship with their environment. Some of the common approaches used by SLB-B N Cicendo Bandung to train communication skills are auditory training, speech reading, sign language, fingerspelling, speaking training, and using art tools. Bilingual education involving oral communication and gestures and the use of sign language has been emphasized at SLB-BN Cicendo Bandung. The oral communication method is the lip speech method, which means that children with hearing impairment receive messages through lip speech. A person's address is difficult for children with hearing impairment because many lip words are not revealed through the lips.

Deaf children must know the location and shape of the speech apparatus when one of the sounds is pronounced. From the shape of the lips, the child's jaw can understand which sequence of sounds the speaker is making. The eye cannot see several speech organs in pronouncing language sounds, such as (1) the location of the tongue, velum, and the voice membrane cannot be seen, (2) A slight change in the muscles of the mouth results in a change in the pending sound. The difference is slight; if we say the words, for example, nail and hammer, (3), there is a sound of the language spoken with the same lip shape; for example, the difference between b and p is caused by the sound membrane. The difference between m and n is generated by velum movement. In speaking practice in a class for deaf children, speaking practice must be accompanied by lip-reading exercises; there are several guidelines for lip-reading activities, namely: (1) speak with the face level with the child's face, (2) the speaker should face the light so that his face is more clearly visible, (3) should look at the face of the speaker, (4) speak clearly and loudly, but do not move the lips too much and do not shout.

In practice, the teaching of the lip language method uses the global word method. Examples of international word teaching are as follows: (1) in front of the teacher, for example, four objects whose names are recognized by the child. In the first step, the teacher says, "where is the book" (which can be accompanied by a standard sign, two hands next to it) then a child is called, the teacher holds the child's finger and guides the child's finger to show the book in question. Once children are trained to show the objects, they read their names. In the second step, the teacher says which book and the child himself shows the text. (2) The teacher shows a picture of the "car," and the child has to look for another card with the same picture placed in one place in the classroom. The sooner the card is shown, and in the end, it is said to be "looking for a car". (3) In front of the class, there is a table and chairs. The child is asked to put something on the table, "put the bag on the chair." More emphasis is on the global method in this teaching, but children with hearing impairments need to be given syllable training if children face difficulties with hearing impairments.

Ashman & Elkins suggest that manual communication with standard sign language gives deaf children a complete picture of language, so they need to learn it well (Yanuardi *et al.*, 2010). Deaf children naturally tend to develop manual or sign language ways of communicating. Sign language focuses on manual communication, body language, and lips rather than a voice for communication. Hearing impairments accompanied by hearing impairments are a group of children who use sign language, usually by combining hand shapes, orientation and gestures of hands, arms and bodies, and facial expressions to express their thoughts. The standardized Indonesian sign system is one of the media that helps communication among children with intellectual development disorders accompanied by hearing impairments, hearing impairments, and speech impediments or communication for children with hearing and speech impediments in the broader community. Sign language uses fingers, arm movements, and gestures to represent Indonesian vocabulary.

The sign language method used by students and teachers of SLB-B N Cicendo Bandung uses fingers as symbols to convey messages. Sign language seems very simple, but it is challenging to learn and requires persistence. At SLB-B N Cicendo Bandung, the application of the oral language method is carried out in conjunction with sign language in training deaf children. The use of these two methods is adapted to the abilities and difficulties of children with hearing impairment. It is hoped that children will be able to communicate using sign language and use spoken language with the existing potential of deaf children.

The researcher's focus from the beginning was on language, vocabulary development, and sentence formation. Much emphasis is placed on the mouth area, which is the site of articulation. Mirrors can be used for presentation, or speech training can teach children to articulate by imitating them. Simultaneously, the SLB-B N Cicendo Bandung teacher also provided musical instruments and headphones so that children can hear sounds and words. The child is made to focus on repetition, pause, and emphasis when speaking words. The words given are correlated with pictures. The first class I attended was spent with conversational practice. Children are asked to describe topics according to their level of language development. The use of teaching aids that are attractive to students is highly recommended because they are proven to improve students' speaking skills effectively. Researchers advised parents to instill listening habits (clapping, telephone ringing, tapping, clapping, and musical instruments) and speaking habits. If children are accustomed to speaking at least four words per week, their vocabulary will develop rapidly. Having sign language will allow children to read and think.

Teachers at SLB Cicendo Bandung also emphasized that the two teaching methods were effective for children whose disorders were detected early. According to Marschark *et al.*, (2010), children will develop their language, communication, cognitive and social skills effectively if the intervention starts early. It is based on the premise that there is an optimal period for developing mental and linguistic abilities. It remains unclear whether there is an actual age to identify it critically, but six months and one year both prove to represent age boundaries that significantly boost development. The language performance of the SLB-B N Cicendo Bandung children who received early intervention appeared to be superior to children who were not given early intervention.

### 3.2. Teaching Methods for Deaf students

The SLB-B N Cicendo Bandung teachers are very concerned about teaching methods in which they combine innovative learning methods and combine the experiences students have in communicating learning so that effective learning is created. The teachers use various methods to complement the teaching and learning process, such as using contextual, realistic,



cooperative learning models, problem-solving, and a combination of several of these models. Teachers also sometimes teach using teaching aids adapted to the material being taught and the internet, which helps provide a clear picture of what is being taught.

The observations made in the mathematics class for grade X students indicated that many emphases were placed on the exposure of the material. Types involve theory and practice. The teacher communicates with students using a combination of speech and gestures. For example, when asked to demonstrate a circle having a radius of 7 cm and a process having a radius of 10 cm. As part of this learning activity, students are asked to learn various skills such as determining examples of strategies in everyday life, choosing the elements of a process, and determining the area and circumference of a circle. However, as stated by the teacher, describing concepts in mathematics is still a formidable challenge. Furthermore, the teacher noted that it was difficult to maintain the child's fluctuating mood so that it was easy to lose interest and refuse when given or to continue completing assignments. However, the teacher has a strategy to overcome these obstacles, namely by providing the planting of basic mathematical concepts gradually and intensely, increasing learning time, and providing motivation, consequences received to children, using learning methods/models that are fun and involve teaching aids in the learning process.

The speech therapy teacher argued about the teaching method used: "In deaf students, hearing loss can be reduced by utilizing students' hearing and using hearing aids even though the results are not perfect. The speech therapy methods used are: 1) the lips reading method, wherein this method emphasizes the ability of children who are required to perceive sounds or sounds and even expressions from someone through their eyesight. In other words, deaf students should be able to read the lips of the interlocutor. 2) oral method, which is to train students to communicate verbally with people who can hear. The trick is to involve deaf children to speak verbally in front of people or society at every opportunity. 3) manual method, where students are taught to communicate using sign language, namely fingerspelling. And finally, 4) the Auditory-Visual Therapy method, which combines the application of voice, lip language, and facial expression. Furthermore, the teacher stated that these methods could optimize the child's remaining hearing, and by reading facial expressions and lip language, it is hoped that the child can easily understand or better understand every word spoken visually.

The computer teacher informed that "students are taught the basics of using computers and drawing, painting, playing games, and others. The students also showed great curiosity and interest in using social networking sites and making video calls via Zoom (video conferencing applications) and WhatsApp". The science teacher informed that "in teaching lessons, the teacher uses video, youtube, practice simultaneously with lip movements and sign language. It was further explained that learning science for deaf students was not easy. Deaf children still have difficulty understanding science concepts (IPA), which causes them to lag and get poor results in science learning. This problem can be attributed to language barriers and inadequate support service".

From the researcher's observations, it is evident that the teachers at SLB-B N Cicendo Bandung are continuously involved in improving the delivery of practical lessons to students. To ascertain whether students can follow what they teach, they try to reach out to students and engage with them even outside class hours. The knowledge gained on best practices is also shared between teachers on various platforms such as meetings, teacher training programs, workshops, seminars, and conferences. The use of teaching methods is dynamic, context-dependent, and requires periodic review. Unlike most schools, it is often difficult to convey the entire lesson to deaf students using a combination of speech and gestures.

Therefore, it expands knowledge about communicating with students and bridging the gap between what is shared and what students understand because these two things remain the main challenges faced by educators at SLB-B N Cicendo Bandung.

### 3.3. Access and Use of Technology for Deaf students

Hearing aids are an integral part of the lives of people who have difficulty hearing. The trajectory of hearing aid development can be understood from the perspective of technological determinism. Technological determinism is based on the expression that changes in technology development from ancient times to the present have had a significant influence on society. This statement is in line with the argument put forward by Ray, (2013); technological determinism is based on the proposition that technology has a powerful influence on humans, not only can bring about social change but also control the long-term socio-economic behavior and beliefs of humans. As such, technology is considered a driving force, acting as the prime mover of social change. Hearing aids have evolved from hearing aids speaking tubes to become the first portable aids, the transistor revolution and digital technology made using computer programs that can amplify different sound signals very precisely, and can be worn behind or in the ear and not. Seen. The teachers of SLB-B N Cicendo Bandung are of the view that the use of hearing aids can be considered embarrassing by deaf children.

The feeling of alienation from other societies or separation from hearing aids is regarded as one of the undesirable consequences of technological developments. The latest hearing aids are designed so that they are inconspicuous and out of sight. This reflects a soft deterministic approach to technological determinism. When asked whether students feel frustrated about using technology specifically designed for them (deaf people), one teacher answered as follows:

"When using hearing aids, some students feel embarrassed and feel less like it because they feel using them makes them look different. In addition, most children who use hearing aids complain of feeling sore ears".

Recent technological advances aimed at increasing hearing capacity may not solve the challenges faced by children with hearing impairment. This view was in line with the opinion of Goldstein & Goldstein (2003) when he called hearing aids "inappropriate instruments." Using hearing aids does not mean that all hearing problems can be resolved automatically.

### 3.4. Revealing Stigma Narratives

Understanding the lives of deaf children in SLB-B Cicendo Bandung has explored the narrative of the stigma and discrimination they face in social life. Based on the results of an interview with a souvenir teacher from SLB-B N Cicendo Bandung, it was suggested that the parents of deaf students told that their child experienced communication problems when interacting with people without hearing loss. Therefore, children with hearing impairment may be excluded from the group, especially when they play or gather in social gatherings. These deaf children are more comfortable communicating with their friends who are deaf as well and in their schools because they do not feel discriminated against.

One of the 12th grade teachers also explained that sometimes children in their school ask questions like "why do I have to go through all this?" as they grow up, they may feel excluded from certain occasions where they cannot participate fully, such as parties, family gatherings and so on. When they feel like they are being talked about, they express concerns such as, "Are they talking about me? What are they saying? Am I very different in their eyes? "



The interview data corroborates the findings of Priestley, (1999), which states that children with disabilities have experienced a negative picture of disabilities. Depictions of media, law, and community perspectives often establish the identity of deaf children as individuals who constantly need others, are dependent, and vulnerable.

### 3.5. Teacher's perspective on education for children with special needs

An interview with a teacher from SLB Cicendo Bandung has explored the educational narrative for deaf students that has been running until now. For the question, "needs special education for deaf students in Indonesia been met in the Indonesian education system?" one of the teachers answered emphatically that "maybe it is in the process, but for now, the need for education for children with special needs has not been fulfilled, we still have to fight to provide education, services, opportunities, and equal rights for these children with special needs. (deaf). Because they rarely protest, it's different from blind students. For SNMPTN, it is still equated with students in general without any special treatment for deaf students where a translator is not provided, in contrast to blind students who are given special treatment where the problem is that they are distinguished from others, namely using a particular computer for people with disabilities".

The interview data corroborates the findings of Parasnis *et al.*, (1996), which state that there is no solid and supportive educational model for deaf students, which leads to negative attitudes of parents and teachers towards their children who are deaf about the career options available to them.

The findings in this study raise several relevant issues regarding the life experiences of deaf children and intervention strategies for their development. One of the critical points raised was that early identification and intervention could help reduce language and communication barriers for children with hearing impairment, although not eliminate them. The efforts made by Cicendo Bandung particular school teachers in intervening, were early detection of hearing loss among deaf children in their schools, speech therapy, fingerspelling, use of musical instruments, and sign language.

The leading cause that we can face in teaching communication skills is Oralism-Sign Language (also known as manualism). Sign language uses manual gestures, facial expressions, and other means of communication that don't involve speech. This method is more widely known and used by deaf people. Meanwhile, the least heard is Oralism. Oralism is a simple method of communication that is used by reading lips and imitating mouth movements to understand actual speech. According to the International Association of Parents of the Deaf, the oral-manual combination is needed, and many benefits are obtained in the education of deaf children. However, not all agree to use it simultaneously. This is because of assumed that they have different structures. In addition, the manual is only a "supplement" for oral.

Manualism was the preferred method until the mid-19th century when Oralism became popular. Oralism then dominated until the late 1960s. Since then, another technique that involves combining the two methods, or the so-called total communication approach, has been seen as a viable alternative for the development of language and speech in children with hearing impairment. Proponents of complete communication recommend using every possible gesture (lip reading, finger movements, etc. by children with hearing impairment to understand what is being discussed.

The concern described by the SLB Cicendo Bandung teacher is the mastery of formal language by students, which will enable them to communicate effectively with other community members. They stated that they needed more active support from parents in this effort, namely by understanding the communication system built by parents and family

members in everyday life because it might effectively deliver mastery of formal language to deaf children.

In this study, it was also found that unique solutions (hearing aids) are considered to be a panacea for deaf children's difficulties. However, it is in fact that this view has been perceived by disability theorists as an attempt to denigrate persons with disabilities and strengthen their oppression rather than improve it. Based on the findings in this study, it appears that the use of hearing aids does not automatically solve all problems in children with hearing impairment; besides that, it is not a panacea for the communication problems they have to deal with. Furthermore, this study shows the feeling of shame experienced by children with hearing disabilities in using conspicuous hearing aids, and there is still much that needs to be explored in-depth, such as the relationship between technology and the emotions of children with hearing impairment.

Another finding obtained in this study is that stigma and marginalization are a reality in the lives of children with hearing impairment. Although how unpleasant these conditions are, they cannot be eliminated. Based on the experiences of deaf students as told by the SLB-B teacher Cicendo Bandung in this study, the process of social stigmatization they experience can be identified into two, namely methods that arise from within and from outside themselves.

These two processes are related, to be precise, influencing each other. Soekanto, (2012) explains that the process of influencing each other involves elements that are good and right, as well as other factors that are considered wrong and immoral. It also depends on the mentality of the receiving party. In this case, the experience of self-stigmatization related to the understanding of this disability will impact how individuals with hearing impairment have the confidence to associate and join people who are not deaf in the environment where they are primarily in the broader community.

On the other hand, the experience of stigmatization obtained from outside parties also needs to be considered. If deaf people know labeling from others, whether it is in the form of the direct action of any kind or just accept negative views that have the potential for discrimination, it can be stated that social stigmatization is still inherent in people with disabilities, especially the deaf. Labeling from other people will affect the individual concerned, namely deaf people who have been given a specific label. It is not only for individuals who are deaf, but it also affects those closest to them, such as family.

Goffman, (1997) describes how the "labeling/disablement" process occurs. He theorized about the labeling process for persons with disabilities and called it a "stigma." He explained how society categorizes people as "disabled" and "capable." According to him, social identity is the result of anticipation on the part of social actors. Anticipation turns normative expectations into demands. The social actor is unaware of such actions as long as the needs of his opponent are met. Sometimes a person may have characteristics that make him or her different from others in the group of which he or she may be a member. These characteristics can make the person less desirable. The possession of such traits can diminish a person's identity in our minds, who once considered a 'normal' person is now considered a disabled or neglected person. These characteristics can be regarded as stigmatizing, especially if the discrediting effect is extensive.

This study also found that deaf students at SLB Cicendo Bandung were reluctant to use hearing aids in public. This is due to the fear of stigmatization, resulting in a rejection of a person's hearing loss. According to Hogan *et al.*, (2015), this reluctance to use hearing aids is related to misperceptions about the effects of hearing loss in everyday relationships and can lead to a gradual decline in social activities. For example, children feel ostracized at certain

events where they cannot participate fully, such as parties, family gatherings, and others; this makes children stressed.

The final findings in this study discuss the educational challenges faced by deaf students in general. It has been observed that teachers face challenges in describing concepts and developing students' skills in various disciplines such as mathematics and science. In this case, [Luft, \(2008\)](#) states that the education of deaf children requires basic academic content skills to surpass the level of achievement in reading, language, and mathematics. This view is also very relevant in the context of education for children with special needs in Indonesia. This study indicates that the Indonesian education curriculum provided has not met the requirements of deaf students. Because there is no special treatment in the National Selection for State Universities Entrance examination process. In addition, the inequality associated with the delivery of curricula to blind students and their access to various non-existent disciplines has a severe impact on their access to formal employment. [Carpenter, \(2018\)](#) states that if children with disabilities experience inequality from the start of their education, inequality follows them throughout life, implying that they will remain unemployed.

#### 4. CONCLUSION

The perspective of the SLB-B N Cicendo Bandung teacher on the educational experience of deaf students provides information for us to better understand the needs and desires of deaf children. Mastery of language remains something to be concerned about because language is the center of life for deaf children. In addition, there is no agreement regarding the best teaching method for developing language and speech skills of deaf children; until now, they are still using oral communication methods, sign language methods, or a combination of both. In developing the language skills of deaf students, cooperation from all parties (teachers, parents, and society) is needed so that their future lives are guaranteed. In addition, the curriculum must be designed to lead to the overall development of deaf students, where they have access to all branches of knowledge. This requires an integration of scientific disciplines and academic content with a unique unifying language for deaf children.

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#### 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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