

## Vocational Life Skills Learning Management In Fostering Entrepreneurial Behavior In Deaf Children At SMALB

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### Abstract.

*In this age of globalization, the importance of a quality education must become a foundation. By attaining a desirable education level, job opportunities could be expanded in a competitive era, a feat that is currently difficult for all communities, including high school graduates from special needs schools. In order to provide the social right for people with disabilities, as well as their civil right, and as a solution to prepare human resources, one of the school's programs should prepares its graduates to compete in this society's workforce. This study's objective is to comprehend how "Learning Management vocational life skills to nurture the entrepreneurship behaviour of deaf children in special needs senior high school" is implemented at Special Needs Senior High School Kemala Bhayangkari in Gresik and at Special Needs Senior High School Gedangan in Sidoarjo. This research describes and analyses (1) planning (2) organizational (3) implementation (4) assessment in vocational life skills in light of GR Terry's "POAC" management theory. This research uses qualitative methodology with descriptive analysis, observational data collection, interviews, and a documentation study to validate research results. This study indicated that in the planning phase of vocational learning skills, standard curriculum is referred to. Meanwhile, the primary responsibility and function of the organization is to become an important organizational learning standard. In the stage of implementation, entrepreneurship becomes the primary criterion for creativity skills, with the aim of encouraging and motivating students to gain the confidence to work in society. Performance assessment and learner potential analysis comprise the evaluation of learning. The obstacle encountered in the vocational learning process is the society's limited awareness of the potential of high school graduates, which is supported by the opportunity to participate in Small and Enterprise Business. Solution requires an approach to SME business sectors, society, social business sectors, and government. With the conclusion of the result, all deaf learners mapped align with the student's carrier pattern as well as their creativity class potentiality; consequently, the assessment result will have a significant impact on the entrepreneurial success of the student.*

**Keywords:** Management; Vocational Life Skills and Entrepreneurship.

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## I. INTRODUCTION

Education has a very important role in shaping the characteristics of students, improving the quality of human resources, and striving to realize the ideals of the Indonesian nation in achieving general welfare and being able to enlighten the life of the nation. As formulated in the Law of the Republic of Indonesia No. 20 of 2003[1] concerning the National Education system which explains that education is carried out in order to achieve the desired goals together, namely: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The era of globalization that is currently rising to the surface, raises complex issues in efforts to achieve optimal results at the global level, both from political, economic, technological and cultural aspects that have implications for the need for knowledge. The importance of quality education must be able to be a foundation for meeting needs in society, with the achievement of a good level of education, it is hoped that it can contribute to job opportunities that are felt to be increasingly competitive and difficult for all levels of society and no exception for graduates of Special High Schools/SMALB, one of whose programs is to prepare graduates to be able to compete in society, have job opportunities, become productive and independent people when they are in society.

Nur'aeni and Khoeriyah (2019) [2] added: "The fulfillment of social rights for people with disabilities is very necessary at this time, not only merely guaranteeing their rights to citizenship, but we

must think about how to properly handle social problems related to preparing human resources. Based on the statement of the law and theory, making children with special needs independent is one of the goals to be achieved in education by providing provisions and preparing resources for children with special needs to become independent individuals. Because with the provision of independence obtained cumulatively through the process experienced by a person in their development, is a process towards independence, individuals learn to face various situations in their social environment until they are able to think and take appropriate action in overcoming each situation. Joint activities help children instill ways of thinking and behaving in society and make it their own way to become independent individuals. Adults should help direct and organize their needs in achieving independence. The issue of independence for children with special needs not only impacts unemployment rates but also poverty levels. Based on the August 2020 National Survey (in Hanri and Solihah, 2020) [3], it is known that: "The working age population (15 years and above) who are people with disabilities is 17.95 million people. This figure is equal to 8.8% of the total working age population in Indonesia. 45.32% of them are men while 54.68% are women. The number of working age population with disabilities is slightly higher living in urban areas (50.56%) compared to those living in rural areas (49.44%).

Meanwhile, if we look at the workforce, it was recorded that there were 8 million people with disabilities or the same as 5.79% of the total workforce in 2020. In this group, it was recorded that 57.83% of them were men, while 42.17% were women, and more lived in rural areas (54.82%) compared to those living in urban areas (45.18%). The workforce that is people with disabilities is the most "Many come from the productive age group (25-59 years), namely 54.25%, compared to the elderly group (60 years and above) which was recorded at 43.32% and the young age group (15-24 years) at 2.43%. The majority of the disabled workforce only has an elementary school education or less (67.78%). Based on location, the majority of the disabled workforce are residents of West Java Province (14.93%)." In another article, it was found that the number of unemployed children with special needs after completing formal schooling, when viewed linearly, is not much different from the unemployment that exists in society today, or even worse when compared to unemployment in general, because some people still see children with special needs with a blind eye. Syamsi (2010) [4] stated: "In fact, the prevalence of children with special needs in society is estimated at 11.50% according to the US community, 1.48% according to the BPS, and 81,438 people according to the Directorate of Special Needs. This means that if unemployment in society is above 10%, then the number of unemployed students with special needs is in the range of these numbers. Numbers like this are not a small problem, but a job that must be reduced or suppressed by doing or being empowered.

"Based on the results of preliminary studies through observation and interviews that the author has conducted, students at the SMALB Kemala Bhayangkari Gresik and Gedangan Sidoarjo East Java [5] already have skills such as screen printing, batik, make-up, and culinary arts. However, they are still not optimal in marketing their products because they are not supported by maximum sales and marketing and have not reached all levels of society around them. This is caused by the lack of teacher understanding about product marketing management and how to seize opportunities in marketing the resulting products. For now, they are still using the old method of marketing their products by word of mouth and through bazaars held by schools and the government. Vocational life skills learning management to foster entrepreneurial behavior of students with special needs is very necessary considering that in management there are specific strategies, which are one of the best practices of management in fostering entrepreneurial behavior that is connected with the implementation of life skills learning in Special Needs High Schools that need to be explored in depth to become inspirational material in fostering student entrepreneurship in a sustainable manner. The development of entrepreneurial behavior for PDBK is a major concern for Special Needs Schools in the country, each school has diverse management and urgently needs to be researched further so that valid data can be found and at the same time a number of good practices can be obtained that can be used as references and inspiration for the parties. Terry in the book "Principles of Management" states that: "management is the accomplishing of a predetermined objective through the efforts of other people (in Sukarna, 2011:3) [6]".

The role of management for each individual or group activity (organization) is very important to achieve the desired goals". Management is process-oriented, which means that management requires human

resources, knowledge, and skills so that activities become more effective or can produce actions in achieving success. The ultimate goal of vocational life skills learning is to improve deaf students' competence in entrepreneurship and be able to compete and seek opportunities in society (DU/DI). The mentoring process is the process of fostering and directing deaf students to standardized competency goals with the support of school resources through fostering entrepreneurial behavior. In the process of learning vocational life skills, of course, there are competent teachers in addition to the support of learning facilities and infrastructure. Management in its implementation according to Terry (2000:9) [7] consists of management stages or "POAC: namely: Planning, Organizing, Actuating, and Controlling". Thus, learning vocational life skills in a management perspective is a process of guiding, motivating and facilitating teachers and students in carrying out an effective and efficient teaching and learning process to achieve the goal of building entrepreneurial behavior through planning, organizing, implementing, and supervising in order to provide learning experiences to students.

Based on the description above, the author is interested in conducting systematic research aimed at developing a vocational life skills learning management model in fostering the entrepreneurial behavior of deaf students at SMALB Kemala Bhayangkari Gresik and Gedangan Sidoarjo East Java, because the two SMALB program vocational life skills learning with various potential skill areas to equip deaf students. Specifically, the research aims to: (1) develop a vocational life skills learning management model in fostering the entrepreneurial behavior of deaf students at SMALB, (2) determine the empirical validity of vocational life skills learning management in fostering the entrepreneurial behavior of deaf students at SMALB. Therefore, the author is interested in conducting a more in-depth research on the management of vocational life skills learning to be included in a dissertation as the research topic: "Vocational Life Skills Learning Management in Fostering Entrepreneurial Behavior of Deaf Students in Special Needs High Schools/SMALB (qualitative descriptive in SMALB Kemala Bhayangkari Gresik and Gedangan Sidoarjo East Java). With this topic, it is hoped that researchers can study and analyze the findings and problems related to the development of Vocational Life Skills learning management in fostering entrepreneurial behavior of deaf students in SMALB.

## **II. METHODS**

The research method used was descriptive qualitative, with a case study approach. The subjects in this study were the Principal, Class Teachers, parents, and the Business and Industrial World (DUDI). The research location was SMALB Kemala Bhayangkari Gresik and Gedangan Sidoarjo, East Java. Data collection was carried out through observation, interviews, and documentation studies using triangulation data collection techniques.

## **III. RESULTS AND DISCUSSION**

Vocational life skills learning management in fostering good entrepreneurship, students can construct knowledge from their learning experiences. According to constructivism theory, learning is the result of self-construction as a result of their interaction with the learning environment. The more concrete students learn the subject matter, the more experience they gain. Conversely, the more abstract students learn the subject matter, the less experience they gain. Vocational life skills learning management is expected to have an impact on deaf children to be able to become independent entrepreneurs by marketing their own products or products outside their manufacture by looking at market insights for products that are currently selling well. And this can also provide hope to them by seeing the difficulty of finding work. The number of job seekers who are deaf graduates at SMALB Kemala Bhayangkari Gresik and Gedangan Sidoarjo, East Java is very large in contrast to the limited job opportunities. This condition makes it difficult for graduates of special schools to find work. As a result, most deaf children will become unemployed and their lives will depend on others. If this situation is allowed to persist while population growth remains high, unemployment will increase. Therefore, efforts must be made to address this problem. Empowerment is one solution to unemployment in society, including unemployment among children with special needs. Empowering communities is an effort to improve the dignity of those in our society who, in their current condition, are

unable to escape the trap of poverty and underdevelopment. In other words, empowerment means enabling and making communities self-sufficient.

Suharto (2006)[8] said, empowerment is: "A process and a goal. As a process is a series of activities to strengthen the power of weak groups in society, including individuals who experience poverty and unemployment. As a goal, empowerment refers to the results to be achieved by a social change, namely an empowered society, having power and having knowledge, the ability to fulfill the needs of life both physical, economic, and social, such as having self-confidence, being able to convey aspirations, having a livelihood, participating in social activities, and being independent in carrying out their life tasks." Entrepreneurship training is one way to empower children with special needs. Adapting the training to the characteristics of special needs is a must, because children with special needs have various needs and different characteristics. The training will be adjusted to the characteristics of each child with special needs. Training is very dependent on the training model itself and is very dependent on the percentage (%) of the use of skills, knowledge, and attitudes. Training prioritizes the use of skills rather than knowledge, because training prioritizes the form of skills in practice. As stated by Nadler (in Sugiyono, 2002) [9], 'training is those activities which are designed to improve human performance on the job the employee is presently doing or is being hired to do. Training' means all activities designed to improve employee performance on the job that is currently or will soon be faced. Education is one sector believed to be able to achieve economic independence for every individual, including those with disabilities. Furthermore (Sadulloh., 2011: 55)[10] He explained: "Education is a human endeavor to improve one's well-being, a lifelong endeavor. Therefore, human resource development through education is intensively provided through formal and non-formal education for people with disabilities.

"Formal education for the deaf is provided, as for other children in general, through elementary, middle, and high school levels. Pre-vocational subjects or special vocational life skills programs are offered in high schools as part of efforts to achieve educational goals that can improve well-being. In Indonesia, the concept of vocational education, as described above, is still believed to provide benefits for improving the quality of life for people with disabilities. Mahabbati (in Mariana, 2015: 3)[11] explains that: 'measures of success in special education include personal independence, social integration, life choices and meeting one's own economic needs'. One type of vocational life skills training is personal skills training. Personal skills are abilities that optimize human potential, both physical and psychological, in the form of emotional strength, and even more profoundly, the strength of the student's fighting spirit and mental well-being. By understanding this, it will be found that the vocational life skills materials taught in SMALB are automatically categorized as personal skills. Because, one of the goals of personal skills is to optimize students' emotional strength and fighting spirit so they can become independent individuals. Organizing educational services that provide life skills training, including vocational skills, of course cannot be done simply by formal educational institutions. There are various obstacles encountered, including research conducted by Miller, Sabatino, & Larsen (in Mariana, 20015) whose research results state: [12] 'The majority of regular school teachers, vocational training teachers, and special educators only have very minimal knowledge about the needs of people with disabilities, the types of programs needed, how to integrate various components with the high school curriculum, the types of strategies that must be used, and how to convince adolescents with disabilities to choose the right education. The form of entrepreneurship training is one way to realize entrepreneurial independence for children with special needs'.

Nadler (in Sugiyono., 2002: 34)[13] stated that: 'adapting the form of training to children with special needs is a must, because children with special needs consist of various kinds of needs and with different characteristics as well'. The form of training referred to above is training that must be adjusted to the characteristics of the needs of each child with special needs. The training prioritizes the use of practical skills rather than theory, because training that prioritizes direct practice in the field will have a very direct impact on the experience of students directly. Ministry of Education and Culture data results (in Pusparisa, 2021)[14] states that: 'the number of students with special needs (PDBK) in special education services in Indonesia in 2019/2020 was recorded at 144,102 people spread across 2,270 public and private Special Schools/Special Schools with a total of 7,682 graduates'. One of the hopes of parents and teachers for SLB



graduates is the growth of independence both within the family environment and the community through the learning experiences they have taken while at school. Various strategies are taken by schools through curricular, co-curricular and extracurricular programs according to the characteristics of students.

The Life skills program is a comprehensive behavioral change approach that concentrates on developing skills needed for life, such as self-awareness, communication, decision-making, thinking, emotional management, relationship skills, daily living skills, survival skills, choices and consequences, interpersonal/social skills, eye contact, tone of voice and volume when speaking, speaking skills, and assertiveness. A study reported by Vernofaderani, 2014[15] in the Journal of Medical Psychology concluded that: "Life skills training can have a positive and effective impact in increasing self-esteem in deaf students. This study used an experimental design with a pre-test, post-test with a control group. The participants were students aged 8-16 years with hearing impairments, in an inclusive school in Arak city (N = 73). Among them, 54 students who received low scores on the Cooper Smith Inventory (58-item version) were selected as a sample. To determine their IQ, the International Performance Leiter Scale was used. The participants were matched based on age and intelligence and randomly assigned to experimental (n = 27 students) and control groups (n = 27 students). The experimental group received life skills training twice a week and each session took two hours. The life skills training lasted for 7 (seven) weeks." Vocational skills as one of the life skills categories are provided to students at Special Schools (SLB) in Indonesia with the hope that graduates will have various knowledge and skills so they can live independently. Through life skills learning, it can provide practical, usable skills related to job market needs, business opportunities and economic or industrial potential in the community.

In the SMALB curriculum structure, for example, Group B subjects are a curricular program that aims to develop students' attitude competencies, knowledge competencies, and skills competencies related to the environment in the social, cultural, and artistic fields whose content and references are developed by the center and can be supplemented with local content. 'Local content can be a stand-alone subject. For elective skills subjects, 24 hours of teaching time are allocated per week for grade X and 26 hours per week for grades XI and XII' (in Perdirjen Dikdasmen 6/D/KR/2018)[16]. Cronin (in Vernofaderani, 2014)[17] defines that: 'life skills as "those skills or tasks that contribute to the successful, independent functioning of an individual in adulthood'. Life skills are skills that contribute to success as a provision for independence for each person in adulthood or their future. Vernofaderani (2014) [18] further stated that: "these skills can be grouped into five categories, namely: (1) self-care and home life, (2) recreation and leisure, (3) communication and social skills, (4) vocational skills, and (5) other vital skills for participation in the community". Based on the explanation of the theories above, it is necessary to package entrepreneurship materials that are appropriate to the characteristics of children with special needs. Not all entrepreneurship materials can be applied to children with special needs. Therefore, entrepreneurship materials must be packaged as well as possible and adapted to the characteristics of each child with special needs. Entrepreneurship material is somewhat abstract and difficult, so not everyone can digest and understand it quickly. Only a small portion of the community can understand it and are talented and have superior potential in entrepreneurship. Appropriate forms of entrepreneurship training and materials are essential to increase the effectiveness of the training that will be used in training children with special needs to become entrepreneurs.

This is one way to empower children with special needs by opening up entrepreneurial opportunities for them. One classification of children with special needs is deaf children. Suparno, (2008: 2)[19] explains that: "Vocational skills education provided to deaf children should be tailored to their talents, interests, and the needs of the job market. Its implementation should begin with simple, concrete steps, prioritizing hands-on practice. This is crucial to adapt to the specific conditions of the disability." In this case, it is related to the ability of deaf children to capture information, namely by prioritizing visual or sight, so that in its implementation, direct practice is prioritized, so that students are able to understand the vocational skills provided while reducing the possibility of misperceptions that may occur during the learning process. According to Iswari et al. (2007: 20)[20] A deaf child is: "An individual or child who has experienced a loss of hearing ability, either a complete loss of hearing ability or a partial loss of hearing ability." Meanwhile,

according to Somad (2016:896)[21]"physically deaf children do not experience many obstacles so that many skills can be given". In line with the two opinions above, Wardani, et al (2011: 2) [22] stated that: "in essence, deaf children are children with special needs who have the same physical characteristics as normal children and have potential that can be developed". Several experts have expressed the importance of quality and attitude in becoming a modern entrepreneur.

According to Inkeles and Smith (1974) [223] (in Cendaniarum, 2020), the following is a definition: "The quality of modern humans is reflected in someone who is able to participate in modern production, reflected in the form of attitudes, values, and behavior in social life. The analysis of an entrepreneur through entrepreneurial actions has the following characteristics: (1). Always securing investments against various risks (2). Having an independent spirit (3). Being creative in creating/innovating added value (4). Always looking for opportunities (5). Oriented towards the future. This behavior is influenced by the personality values of an entrepreneur, namely they have the values of courage to face risks, optimism, a positive attitude, courage, independence, ability to lead, and willingness to learn from experience. The success or failure of entrepreneurship is greatly influenced by various factors, both external and internal factors'. According to Maharani (2018: 26)[24]that: "internal factors that have an influence are ability, will, and weakness, while factors that come from external behavior are opportunities or chances. Vocational life skills education to foster entrepreneurship in deaf students at the Kemala Bhayangkari Gresik Special School and the Gedangan Sidoarjo Special School can play a maximum role in economic development to minimize unemployment rates in the community if its alignment with the surrounding work world is continuously and consistently pursued by various parties, both in the dimensions of quality, quantity, location, as well as opportunities and time. Vocational life skills education will also play a maximum role in overall economic development, including job opportunities for deaf children, if it is able to integrate its programs with the existence of planning, policies, regulations, budgeting, and government support in the current era of regional autonomy, including by paying attention to and involving the existence of students with special needs, one of which is deaf, in its objectives.

According to Nanda 2019 (in Somad 2008)[25]states: 'More and more deaf students are being educated and receiving their appropriate education in mainstream education settings with specialized support from trained teachers. Therefore, some research evidence suggests that the academic success and experiences of deaf students are the result of a number of complex factors such as the characteristics and motivation of the students and their environment, their family support, and experiences inside and outside of school.' Entrepreneurial behavior development for deaf students at SMALB (Special Needs School for the Deaf) conducted at the Kemala Bhayangkari Special School in Gresik and the Gedangan Special School in Sidoarjo is tailored to the specific characteristics of deaf students. Entrepreneurial development is something that must be created and explored to discover and foster forms of entrepreneurial behavior, quality in accordance with professional standards on a local, national, and international scale, and is sustainable. The form of vocational life skills development for deaf students at the Kemala Bhayangkari Gresik Special School and the Gedangan Sidoarjo Special School in providing provisions as prospective new entrepreneurs is through a more flexible and practical entrepreneurship training pattern, through practice and insertion in all lesson materials that can be implemented by any teacher and anywhere and anytime, reflecting and expected to form the formation of entrepreneurial behavior that is very strong and reaches far into the future. Provision in fostering entrepreneurial behavior for deaf students must be based on academic beliefs and professionalism that are in accordance with the lifestyle of deaf students, so that the form of provision and practice of skills will be right on target according to the objectives.

#### IV. CONCLUSION

Vocational life skills education provides students with the basics for guided practice on how everyday life values relate to skills for survival and development. This approach makes education more realistic and contextual, making it more meaningful for students. Vocational education encompasses a curriculum that is responsive to various needs, creating skilled workers needed in the workplace. Currently, many Special Needs High Schools (SMALB), as special education institutions, have implemented and

provided vocational life skills education for their students, one of which is to prepare students with special needs, including deaf children, for the workforce. By providing vocational life skills education and skills, it is hoped that deaf students will be work-ready and able to adapt to the workforce in the community. They are also expected to become entrepreneurs by creating independent and modern jobs.

Based on the research results, it shows that in general the management of vocational life skills learning in fostering entrepreneurial behavior for deaf students at SMALB which is carried out at Kemala Bhayangkari Gresik Special School and Gedangan Sidoarjo Special School has been carried out objectively and measurably. In this case, the assessment principles starting from planning, organizing, implementing, and evaluating are basically carried out in the field in accordance with the theory, concepts and principles of management, although in its implementation there are several obstacles that hinder the optimal management due to the incompatibility between reality and the demands of the institution in this case as the determinant of internal policy makers.

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