



## Sign Language in Deaf Special Needs Children in the Perspective of Philosophy of Art

Arina Tunjung Daryanti; Kasiyan

Master of Arts Education Study Program, Faculty of Languages, Arts and Culture, Yogyakarta State University, Indonesia

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### **Abstract**

This article aims to describe the implementation of sign language in children with special needs who are deaf from the perspective of the philosophy of art. Children with special needs who are deaf are children who experience hearing limitations or obstacles that have an impact on their development process. Sign language is used as a communication tool for children with special needs who are deaf, which consists of the Indonesian Sign Language System (SIBI) and Indonesian Sign Language (BISINDO). Art philosophy emphasizes that the experience or communication of art can be influential in human life. Therefore, the philosophy of art can lead to meaningful learning so that it can create new experiences.

**Keywords:** *Sign Language; Deaf; Philosophy of Art*

### **Introduction**

Education is a right for all Indonesian citizens, as explained in Article 31 paragraph 1 of the 1945 Constitution which reads “Every citizen has the right to education”. Education plays an important role in improving human resources, making them superior as an effort to face the challenges of changing and developing times. In this case, a commitment to build independence and empowerment is needed to sustain future education.

Deaf special needs children are children who are in education need of specific services or are different from children in general. Children with special needs who are deaf experience barriers in communication, often having difficulty in conveying messages and understanding messages. Therefore, language that suits the learning needs of each child is required. According to Martini Jamaris (2018), Child development takes place continuously and in line. With this development process, various abnormalities that occur can be identified. So it is necessary to identify abnormalities in the development of the child. Identification of abnormalities in children is done by conducting an assessment that provides information on whether the child can be included in a group of children with special needs or normal children.

Sign language is used by children with deaf special needs to communicate with fellow deaf people and with normal people. The sign language method that developed among deaf special needs children in Indonesia is divided into two languages, namely SIBI (Indonesian Sign Language System) and BISINDO (Indonesian Sign Language).

As an educator, it is appropriate to implement humanist and quality education for all students who are educated, including children with special needs who are deaf. This is in line with the flow of art philosophy which emphasizes that art experience or communication can be influential in human life. Therefore, art philosophy can lead to meaningful learning so that it can create new experiences for children with special needs who are deaf so that they can develop their potential.

### ***Methods***

This research is a literature research. Library research often called library research, is a series of activities in the form of reading, recording, and processing content included in library collections without the need to conduct field research (Zed, 2008). Using a descriptive qualitative approach to dig deeper into the content is needed.

The research data was obtained based on literature studies that have been carried out with the stage of collecting data through sources, namely books, articles, and scientific journals, then reading and recording important points relevant to this research, and managing the research materials that have been obtained. Relevant literature materials are used to focus on various research questions so that the research is more focused and in-depth. After the research results from various previous studies have been collected, comparisons and unification of the results found are then obtained from the conclusions of this study.

### ***Results and Discussion***

According to Jakob Sumardjo (2000), art philosophy discusses aspects of an artist's creativity, the art object itself, art values, art experience or art communication, the context of art, and finally the public reception of art. The existence of art is determined by the interrelationship between these five aspects. In line with this thought, the philosophy of art can look at art from the point of view of any discipline. In other words, the philosophy of art talks about ideas, meanings, experiences, and intuitions that show the symbolic nature of art.

In the context of philosophy, art demands willingness, openness, and never prejudice (Susanti, 2000). The relationship in art issues can be discussed from the angle of any discipline. According to the existence of art from a philosophical point of view, it is antique and unique, as beautiful as the history of human thought. Speaking of the philosophy of art, symbols need attention to maintain the mystery aspect of human experience. Philosophy and art as creative communication, so that understanding of art will be richer.

Deaf children are part of children with special needs. According to Soemantri (2006), the deaf are people who experience deficiencies or loss of hearing ability due to damage or malfunction of part or all of the hearing devices so they experience obstacles in language development. It is also explained by Somad and Tati Hernawati (1996) that deafness is a general term that indicates hearing difficulties that include all hearing difficulties from mild to severe.

According to Nur Haliza, et al (2020), Deaf children are children who experience hearing loss which is classified into deaf (deaf) and hard of hearing. The direct impact of deafness is the inhibition of verbal/oral communication, both in speaking (expressive) and understanding the speech of others

(receptive). In line with this thought, fellow deaf people need to need an intermediary to communicate, namely with language. The process of children's language acquisition cannot be separated from the role of parents who respond to all conversations expressed by their children. People with speech impaired needs have difficulty in developing thinking skills because they experience obstacles in mastering language so the ability to realize language symbols is disturbed.

Language acquisition of deaf children requires special services to develop language and speech skills, so as to minimize the impact of their deafness. Deaf children are children with special needs who on average have normal or above-normal intellectual abilities and healthy physical growth. Their speech skills are below those of other children due to the lack of information acquisition through their sense of hearing. As the term deaf is taken from *tuna* and *rungu*, *tuna* means less and *rungu* means hearing. Each degree of deafness in deaf people has its own consequences for language communication problems.

According to Chairul Anam (1989) in Rohmah Ageng (2015), sign language is a language performed using body movements and facial expressions as a symbol of the meaning of spoken language. Children with special needs who are deaf are the main group who use this language, usually by combining hand shapes, orientation and hand movements, body arms, and facial expressions to express their thoughts. From this explanation, it can be concluded that sign language is a language that is used using body movements and facial expressions, especially for the deaf. It was also explained by Rohmat Indra Borman et al (2017) that there are techniques used in detecting sign language codes, namely by capturing the position of the hand, extracting the shape of the hand, then classifying it. There are 2 kinds of sign language methods used in Indonesia, namely SIBI (Indonesian Sign Language System) and BISINDO (Indonesian Sign Language).

### **The Spiritual Meaning of Sign Language**

In the philosophy of art, spiritual meaning means that something humans do always has the will of God. Here the author exemplifies the application of sign language for children with deaf special needs in Islamic learning. The Koran is one of the main lessons, learning the Koran starts from the introduction to the Hijaiyah letters in order to be able to understand the contents of the Koran. The obligation to read the Koran for people who are instructions in living life.

There is one pesantren and the first in Indonesia to implement Al-Quran learning using Hijaiyah signs. This pesantren is called Rumah Tahfidz Tunarungu Darul A'Shom which is located in Yogyakarta. Darul A'Shom boarding school was founded in 2019 by Ustadz Abu Kahfi. The development of this boarding school is quite fast because this place is very necessary for deaf students. Ustadz Abu Kahfi founded Darul A'Shom because of his concern for deaf people who have difficulty in learning religion, especially reading the Koran. In addition to studying religion, this boarding school also provides opportunities for deaf students to socialize with other students.

### **Material Meaning of Sign Language Use**

Human life in this world is inseparable from communication. The way Deaf Special Needs Children communicate with others is by using sign language. In addition to communication, sign language is also used as a way to identify themselves and obtain information for children with special needs who are deaf.

Art learning can also be used as a learning medium for deaf people to appreciate themselves more. The use of sign language in the art learning process can make it easier for deaf people to receive the material presented. For example, in dance learning, sign language can be used as a medium of communication between the teacher and the deaf dancer to convey the motion material to be performed. In the field of music, sign language can be used as an introduction to song lyrics sung by singers with the

help of sign language interpreters. Also, in the field of fine arts, sign language can be used as one of the inspirations in making paintings with the theme of care or other works.

Education in the philosophy of art is seen as a means or tool to prepare and develop students' abilities to understand God. Children with special needs have equality with other citizens, including the right to education. However, the lack of attention to education for children with special needs has resulted in many of them experiencing learning problems and their potential has not been optimally developed.

Children with special needs who are deaf experience obstacles in their hearing so in living their lives they really need help from other people. To get help from others, communication is needed, one way to communicate with children with special needs who are deaf is to use sign language. Sign language is a language that is visualized using hand movements. With the use of sign language, it is hoped that it can improve the ability to communicate and also socialize with children with deaf special needs.

### **Conclusion**

Children with special needs have different characteristics from one another. In their lives, they need other humans to live a better life. Language is a means to communicate. If the voice is not able to body language can, because the best human being is a human being who humanizes other humans.

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