



A CIPP Evaluation of English Language Teaching for Deaf Students in the Bengkulu Deaf Inclusive Education Program

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Abstract

This study evaluated the implementation of English teaching and learning for deaf students in the Bengkulu Deaf Inclusive Education (BDIE) program at SDN 2 Bengkulu, Bali, Indonesia. Guided by the Context, Input, Process, and Product (CIPP) evaluation model, the study employed a qualitative program evaluation design to examine the implementation and effectiveness of inclusive English language education. Data were collected through semi-structured interviews with the school principal, English teacher, homeroom teachers, sign language teacher, and deaf students, as well as non-participant classroom observations. Data were analyzed using Miles et al.'s Interactive Model of Analysis and thematic analysis. The findings indicate that the BDIE program has established a strong foundation for inclusive English education through a supportive community culture that promotes the acceptance of deaf students and the use of sign language. However, the program's effectiveness is constrained by limited specialized resources, including the shortage of trained personnel, insufficient professional development, and inadequate communication support during English instruction. Although visually oriented teaching strategies and sign language mediation facilitated students' vocabulary acquisition and basic literacy skills, learning outcomes remained limited by restricted instructional time and insufficient learning support beyond the classroom. The study concludes that strengthening institutional support, teacher capacity, and communication accessibility is essential for improving the quality and sustainability of inclusive English education for deaf learners.

Keywords: Inclusive Education; Deaf Students; English Language Teaching; CIPP Evaluation Model; Sign Language; Qualitative Program Evaluation

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1. Introduction

Inclusive education has become a global educational priority that promotes equal learning opportunities for all students regardless of their abilities, disabilities, cultural backgrounds, and learning needs. It extends beyond physical placement in mainstream classrooms and emphasizes equitable access, active participation, and appropriate support systems that enable every learner to succeed (Ainscow, 2020; Jachova et al., 2018). This commitment is reflected in international initiatives such as UNESCO's Education for All



movement and the United Nations Sustainable Development Goal 4, which advocates inclusive and equitable quality education for all learners (Adipat & Chotikapanich, 2022; Roche, 2016). Effective inclusive education is commonly grounded in four interconnected principles: equity, access, participation, and support (Ainscow & Viola, 2024).

In Indonesia, inclusive education is formally supported through Permendiknas No. 70 Tahun 2009, which mandates schools to accommodate students with disabilities within regular educational settings (Sunardi et al., 2011). The government has further strengthened this commitment through curriculum adaptation initiatives, teacher training programs, and the development of inclusive education support systems (Budiyanto et al., 2018). However, despite these policy efforts, challenges remain in practice. Studies have reported issues related to teacher preparedness, limited infrastructure, insufficient learning resources, and difficulties in implementing inclusive instructional practices, particularly in rural areas (Arias et al., 2023; Padmadewi et al., 2024; Sari et al., 2022).

These challenges are especially significant for students with deaf disabilities. Deaf students often encounter communication barriers, limited access to appropriate learning materials, and insufficient support from educators who lack training in sign language and inclusive pedagogies (Marschark et al., 2015). Communication accessibility is a critical factor because traditional classroom instruction largely depends on spoken language and auditory input (Antia et al., 2009). Consequently, successful inclusion for deaf students requires not only physical access to classrooms but also the provision of visual learning resources, sign language support, assistive technologies, and culturally responsive educational practices that recognize deaf identity and linguistic diversity (Higgins & Lieberman, 2016; Luckner et al., 2012). The challenge becomes more complex in English as a Foreign Language (EFL) instruction. English is a compulsory subject in Indonesia and serves as a gateway to global communication, academic opportunities, and digital resources (Namugenyi, 2024). However, many English language learning activities rely heavily on auditory processing, making language acquisition particularly demanding for deaf learners (Rao, 2019). Deaf students frequently require explicit visual approaches to vocabulary development, grammar instruction, and reading comprehension (Trezek & Mayer, 2019). Therefore, effective English instruction in inclusive settings should adopt multilingual and multimodal approaches that integrate visual resources, sign language, and differentiated teaching strategies to support language learning (Aisami, 2015; Susilo et al., 2017).

One notable example of inclusive education for deaf students in Indonesia is the Bengkala Deaf Inclusive Education (BDIE) program at SDN 2 Bengkala, North Bali. Bengkala Village is internationally recognized for its unique deaf community and the use of Kata Kolok, a local sign language that has developed within the village for generations (Vallejo, 2018). The BDIE program integrates deaf and hearing students within the same learning environment while incorporating multiple communication systems, including Bahasa Indonesia, BISINDO, SIBI, and Kata Kolok. This multilingual and multicultural environment provides a unique context for investigating how English language teaching and learning is implemented in an inclusive setting.

Several studies have employed the Context, Input, Process, and Product (CIPP) evaluation model to examine English language programs and inclusive education initiatives



(Dewi et al., 2025; Huang, 2025; Mubarak & Sofiana, 2022; Pujiastuti et al., 2021). These studies consistently report that the CIPP model provides a systematic framework for identifying program strengths and areas for improvement. However, their findings also reveal considerable variation in the factors influencing successful implementation. While some studies emphasize the importance of curriculum adaptation and institutional support, others identify teacher competence and resource availability as the primary determinants of program effectiveness (Padmadewi et al., 2024). This variation suggests that the success of inclusive education is highly context-dependent and cannot be explained by a single factor. Moreover, most previous evaluations have concentrated on general inclusive education programs or mainstream English language instruction rather than the unique linguistic and communicative needs of deaf learners.

Although inclusive education is widely promoted as the most appropriate educational approach for students with disabilities, scholars continue to debate the conditions under which inclusion produces meaningful learning outcomes. Some studies report that inclusive classrooms improve students' academic participation, social interaction, and sense of belonging when adequate support systems are available (Ainscow, 2020). In contrast, other studies argue that inclusion alone does not guarantee educational quality because insufficient teacher preparation, limited specialist support, and communication barriers may reduce learning effectiveness, particularly for deaf students (Marschark et al., 2015; Padmadewi et al., 2024). These differing findings indicate that successful inclusion depends not merely on school placement but also on the quality of instructional implementation and support services.

Despite these contributions, several important limitations remain. First, previous studies have largely examined inclusive education, English language teaching, and deaf education as separate areas of inquiry, resulting in limited understanding of how these dimensions interact within a single educational program. Second, although the CIPP model has been widely applied to evaluate educational programs, its application to English language instruction for deaf learners remains scarce, particularly in inclusive primary school settings. Third, existing studies at SDN 2 Bengkala primarily describe instructional strategies and classroom experiences (Sriadi et al., 2025; Tobing et al., 2026) rather than providing a comprehensive evaluation of contextual conditions, resource readiness, instructional implementation, and learning outcomes. Consequently, there is insufficient empirical evidence regarding how these four dimensions collectively influence the effectiveness of inclusive English language education for deaf students.

2. Method

Research Design

This study employed a qualitative program evaluation design to evaluate the implementation of English teaching and learning within the Bengkala Deaf Inclusive Education (BDIE) program at SDN 2 Bengkala, North Bali. The study was guided by the Context, Input, Process, and Product (CIPP) evaluation model developed by Stufflebeam and Coryn (2014), which provides a comprehensive framework for examining educational programs through contextual conditions, available resources, implementation processes, and program outcomes.



A qualitative approach was selected to obtain an in-depth understanding of how English language instruction is implemented and experienced by stakeholders in an inclusive educational setting.

Research Setting and Participants

The study was conducted at SDN 2 Bengkala, a public elementary school located in Bengkala Village, Buleleng Regency, Bali, Indonesia. The school was selected because of its established implementation of the Bengkala Deaf Inclusive Education (BDIE) program, which integrates deaf and hearing students within the same learning environment and incorporates local sign language practices.

Participants were selected using purposive sampling based on their direct involvement in the implementation of English teaching and learning within the BDIE program. The participants consisted of one school principal, one English teacher, three homeroom teachers (Grades 4, 5, and 6), one sign language teacher, and three deaf students representing Grades 4, 5, and 6 (two boys and one girl, aged 10–12 years). The student participants were selected because they had participated in English instruction within the BDIE program for at least one academic year and were able to communicate their learning experiences through sign language with assistance from the sign language teacher when necessary. All participants voluntarily agreed to participate and provided informed consent (with parental consent obtained for the student participants).

Given the qualitative nature of this program evaluation, participants were selected for their ability to provide rich and relevant information regarding the implementation of English teaching and learning rather than to achieve statistical representation.

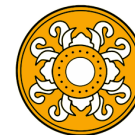
Data Collection

Data were collected through semi-structured interviews and non-participant classroom observations. Both instruments were developed based on the four dimensions of the CIPP model. Semi-structured interviews were conducted with all participants to explore their perspectives regarding contextual factors, available resources, instructional practices, and perceived outcomes of English language learning for deaf students. Meanwhile, non-participant observations were carried out during English lessons to document classroom interactions, communication strategies, instructional delivery, learning resources, and student engagement.

Data Analysis

The data were analyzed using Miles et al.'s (2014) Interactive Model of qualitative analysis, consisting of data condensation, data display, and conclusion drawing/verification. Interview transcripts and observation notes were first organized and condensed according to the Context, Input, Process, and Product (CIPP) dimensions. Subsequently, thematic analysis following Braun and Clarke (2006) was employed to identify recurring patterns and themes across the dataset. The integration of interview and observation data enabled a comprehensive evaluation of the English teaching and learning implementation within the BDIE program.

Trustworthiness



To ensure the trustworthiness of the findings, this study adopted Lincoln and Guba's criteria of credibility, transferability, dependability, and confirmability. Credibility was enhanced through data triangulation involving multiple stakeholders and method triangulation through interviews and observations. Transferability was supported by providing detailed descriptions of the research context and participants. Dependability was established through systematic documentation of the research procedures, while confirmability was strengthened by maintaining a clear audit trail and ensuring that interpretations were grounded in participants' perspectives and observational evidence.

3. Findings

The findings are organized according to the four dimensions of the Context, Input, Process, and Product (CIPP) evaluation model. Data obtained from semi-structured interviews and classroom observations were analyzed using Miles et al.'s (2014) Interactive Model of Analysis together with Braun and Clarke's (2006) six-phase thematic analysis. Initial coding was conducted independently for interview transcripts and observation notes before codes with similar meanings were grouped into broader categories. Through iterative comparison across data sources, overlapping categories were refined and consolidated into ten themes that best represented recurring patterns related to the four CIPP dimensions. Each theme was reviewed against the complete dataset to ensure internal consistency and clear conceptual distinction from other themes. To enhance credibility, preliminary interpretations were discussed with the English teacher and sign language teacher (member checking), who confirmed that the themes accurately reflected the implementation of the BDIE program

Table 1. Summary of Themes Across CIPP Components

CIPP Component	Theme
Context	Flexible Inclusive Policy Framework with Ongoing System Flaws
Context	Classroom Environment Adapted to Student Characteristics
Input	Curriculum Adaptation Concentrated in Assessment Rather than Content
Input	Informal Teacher Preparedness in the Absence of Formal Professional Development
Input	Multiple Sign Language Systems and Interpreter Absence Creating Instructional Inconsistency
Process	Heavy Dependency on the Sign Language Teacher as Instructional Mediator in Informally Structured Collaboration
Process	Visually Oriented Instruction Delivery with Structured but Informal Scaffolding
Process	Limited Social Inclusion and Mood-Based Engagement
Product	Gradual, Visually Mediated English Skill Development Measured through Adapted Assessment Frameworks
Product	Student Aspirations for Independence and the Unrealized Potential of Family Engagement

3.1 Context Component



Flexible Inclusive Policy Framework with Ongoing System Flaws

The context evaluation revealed a strong institutional commitment to inclusive education. Inclusive values were embedded within the school's vision, mission, enrollment procedures, and everyday educational practices. The principal explained that the school *"aligns its vision and mission with the empowerment of inclusive education,"* indicating that inclusion functions as a guiding principle rather than merely an administrative requirement. This commitment was also reflected in the school's enrollment policy. Instead of requiring extensive medical documentation, the school prioritized educational access once a student's deaf condition had been identified. As the principal stated, *"once their condition (locally referred to as kolok) is confirmed, no additional formal documentation is required."* The findings further showed that student participation was strongly influenced by considerations of emotional readiness and psychological comfort. Teachers consistently emphasized that students were encouraged rather than forced to participate in classroom activities. A Grade 4 homeroom teacher explained that *"we are afraid if we force them to study in the regular classroom and they do not want to, later they will be afraid to come to school."* Similarly, a Grade 6 homeroom teacher reported that placement decisions were primarily determined by students' comfort and readiness. These practices demonstrate a learner-centered interpretation of inclusion that prioritizes student well-being.

Despite the strengths, several structural weaknesses were identified. The most significant challenge concerned the shortage of special assistant teachers (Guru Pendamping Khusus/GPK). One teacher estimated that school readiness had reached almost 95%, yet acknowledged that *"in terms of GPK, we still have limitations."* The shortage of special assistant teachers suggests that institutional commitment alone cannot ensure consistent instructional support. Instead, the quality of inclusive education becomes dependent on the availability of specialized personnel capable of mediating communication and adapting instruction. This finding indicates that policy implementation remains uneven despite strong institutional intentions. Furthermore, this prioritization appears to reflect a pragmatic educational decision in which mastery of Bahasa Indonesia is viewed as a prerequisite for learning English. Although understandable, such prioritization inevitably reduces opportunities for repeated English exposure, an essential condition for foreign language acquisition. The English teacher noted that *"English is important, but not too important because the children's focus is on Indonesian first,"* while the sign language teacher similarly explained that English learning was not yet prioritized for students with disabilities. Consequently, students experienced limited exposure to English compared to other subjects.

Classroom Environment Adapted to Student Characteristics

The second theme highlighted how the school environment had been adapted to accommodate the learning characteristics of deaf students. Classroom observations revealed that seating arrangements were intentionally designed to maximize visual access to both the English teacher and the sign language teacher. Flexible seating patterns and visually accessible learning spaces reduced distractions and facilitated communication during lessons. Students



consistently described the classroom environment as comfortable and supportive. One deaf student stated that *“I feel comfortable and happy learning in the inclusive classroom,”* while similar responses were reported by students from other grade levels. These findings suggest that the inclusive environment successfully promotes a sense of belonging among deaf learners. However, the findings also revealed challenges related to language readiness. The sign language teacher explained that although sign language can support English learning, its effectiveness is constrained because *“the issue returns to their limited understanding of sign language itself.”* In addition, several participants reported that deaf students often demonstrated shorter attention spans than their hearing peers, requiring teachers to provide shorter instructional segments and frequent adjustments to learning activities. Thus, while the physical and emotional learning environment was highly supportive, students’ linguistic and cognitive readiness remained an important contextual consideration.

3.2 Input Component

Curriculum Adaptation Concentrated in Assessment Rather than Content

The input evaluation revealed that curriculum adaptation for deaf students was primarily concentrated on assessment practices rather than curriculum content or learning objectives. The school implemented the Merdeka Curriculum for both hearing and deaf students, but modifications mainly occurred during evaluation. The principal explained that *“the same curriculum is used as for regular students (Kurikulum Merdeka). However, adjustments are made, especially in assessment.”* Similarly, the English teacher reported that achievement expectations were modified according to students’ abilities, with lower performance thresholds considered acceptable for deaf learners.

Classroom observations further demonstrated that instructional adaptation largely involved simplifying content rather than redesigning learning pathways. English instruction focused predominantly on basic vocabulary such as body parts, everyday objects, and simple actions. Teachers frequently employed repetition, rephrasing, and simplified explanations to facilitate understanding. Observation data confirmed that *“instructions are frequently broken into simpler sentences”* and that *“vocabulary lists are emphasized rather than grammar explanations.”* While these practices increased accessibility, they did not constitute a comprehensive curriculum adaptation. There was limited evidence of a structured progression plan that could systematically support students’ development from basic vocabulary acquisition toward more advanced English literacy skills. Consequently, English learning appeared to remain at a relatively introductory level across grade levels.

Informal Teacher Preparedness in the Absence of Formal Professional Development

Another prominent finding concerned teacher preparedness. Across participant groups, there was a strong consensus that formal professional development related to inclusive English language teaching was largely absent. The English teacher openly acknowledged that *“to be honest, never”* when asked about participation in specialized training and further explained that most knowledge had been acquired through collaboration with assistant teachers. Similar experiences were reported by homeroom teachers, with one participant stating that *“there has*



not been any formal training,” while another described receiving only limited socialization activities and occasional guidance from external visitors.

Observation data supported these accounts by indicating *“limited evidence of recent workshops specifically focused on deaf education in English language teaching.”* As a result, teachers relied heavily on experiential learning and personal initiative rather than formal pedagogical preparation. Despite these limitations, the findings demonstrated strong professional commitment. Teachers independently developed visual learning materials, learned basic sign language through daily interactions, and continuously adjusted instructional practices according to students’ needs. These efforts illustrate a high degree of adaptability; however, they also highlight a structural vulnerability in which critical instructional decisions are based on experience rather than specialized expertise.

Multiple Sign Language Systems and Interpreter Absence Creating Instructional Inconsistency

The findings further revealed that English instruction occurred within a complex multilingual communication environment. Multiple sign language systems were simultaneously used within the school, including Kata Kolok, BISINDO, SIBI, and elements of International Sign Language. Although this linguistic diversity reflected the unique sociocultural context of Bengkulu, it also created challenges for instructional consistency.

Participants repeatedly emphasized the absence of a qualified interpreter capable of translating English directly into sign language. The principal stated that *“what is currently needed is a professional interpreter who can translate English into sign language,”* identifying this issue as one of the school's most urgent needs. Consequently, English concepts often passed through several stages of translation before reaching students. As described by a Grade 4 teacher, English vocabulary was typically explained in Indonesian before being represented through SIBI or BISINDO. This multi-layered translation process increased cognitive demands for both teachers and students and sometimes resulted in inconsistent representations of English concepts across classrooms.

Material resources represented both a strength and a limitation within the program. Observation data confirmed that visual instructional tools such as projectors, tablets, laptops, flashcards, and picture cards were actively integrated into classroom instruction. Students also benefited from visually accessible learning materials and simplified tasks designed to match their comprehension levels. However, access to technology remained uneven. The sign language teacher explained that *“the projectors are limited,”* noting that several classrooms still lacked permanent access to visual presentation equipment. As a result, the quality of visually supported instruction varied across grade levels.

3.3 Process Component

Heavy Dependency on the Sign Language Teacher as Instructional Mediator in Informally Structured Collaboration

The process evaluation identified a substantial dependency on the sign language teacher as the primary instructional mediator during English lessons. The English teacher emphasized



that “*there must be an assistant teacher so there is no wrong transcript of knowledge,*” indicating that translation support was considered essential for maintaining instructional accuracy. Students expressed similar views. One student explained that “*if Mr. Wisnu is not present, it is difficult,*” while another reported that “*if the English teacher explains without translation, students are not willing to participate.*” These findings suggest that access to English instruction was highly dependent on the presence of the sign language teacher. Rather than functioning as supplementary support, sign language mediation served as the primary mechanism through which deaf students accessed instructional content. This dependency reflects the communication gap between spoken English instruction and students’ preferred communication modes. Although collaboration between the English teacher and sign language teacher was consistently observed, it remained largely informal. The English teacher described a routine in which lesson content was shared before class so that the sign language teacher could prepare appropriate translations. Observation data similarly noted that “*communication between English and sign language teachers happens actively during class.*” However, there was limited evidence of structured co-planning, jointly developed lesson plans, or institutionalized collaborative teaching procedures. Consequently, the effectiveness of collaboration depended heavily on personal relationships and individual initiative rather than formal systems.

Visually Oriented Instruction Delivery with Structured but Informal Scaffolding

A second process theme highlighted the central role of visual learning in English instruction. Across interviews and observations, participants consistently identified visual media as the most effective instructional strategy for deaf students. Teachers utilized PowerPoint presentations, flashcards, pictures, YouTube videos, written examples, and demonstrations to support comprehension. Observation data revealed that “*engagement increases when interactive materials are used,*” while students specifically identified “*drawing and the use of LCD (visual media)*” as the most helpful learning supports. The instructional process generally followed a predictable sequence involving teacher explanation, sign language translation, guided practice, and independent activities. Observation records indicated that “*lessons follow structured steps such as explanation, translation, guided practice, and individual work.*” The pace of instruction was intentionally slower than that of mainstream classrooms, allowing students additional time to process information and receive clarification. Repetition, visual reinforcement, peer support, and individualized assistance were regularly employed throughout lessons. Students also demonstrated flexibility in their use of communication modes. Although sign language remained the dominant medium, observations revealed frequent use of gestures, pointing, writing, and visual references. Together, these practices created a multimodal learning environment that increased accessibility and promoted active participation.

Limited Social Inclusion and Mood-Based Engagement

Despite the inclusive structure of the program, the findings indicated that meaningful interaction between deaf and hearing students remained limited. Observation data showed that



“social communication remains mostly with similar ability groups,” suggesting that students tended to interact primarily with peers who shared similar communication abilities. While physical inclusion was clearly achieved, social inclusion appeared less fully developed. Another recurring finding involved the influence of emotional readiness on participation. Teachers consistently reported that students’ engagement varied according to mood and motivation. One participant explained that students *“are often reluctant to participate”* and that their willingness to engage could change rapidly. The principal similarly noted that when students missed lessons due to emotional factors, teachers often had to revisit previously taught material, effectively *“starting over again from zero.”* Although this flexible participation policy reflects a compassionate and student-centered approach, it also presents challenges for instructional continuity. Balancing emotional well-being with the need for consistent learning opportunities emerged as one of the most significant process-related challenges within the program.

3.4 Product Component

Gradual, Visually Mediated English Skill Development Measured through Adapted Assessment Frameworks

The product evaluation revealed gradual but observable development in students’ English abilities. Improvements were most evident in vocabulary recognition, basic reading comprehension, and simple writing tasks. The English teacher observed that *“writing and understanding have improved a little,”* while classroom observations confirmed that *“vocabulary recognition and simple sentence comprehension are observable.”* Students were able to identify familiar vocabulary, complete matching activities, label objects, and produce short written responses. Furthermore, observation data indicated that participation and confidence increased gradually, particularly during visually supported activities. Assessment practices were intentionally adapted to accommodate students’ learning needs and communication characteristics. Rather than emphasizing listening and speaking skills, which are inherently less accessible to deaf learners, evaluation focused on written and recognition-based tasks. Observation data revealed that written assessments primarily consisted of matching exercises, labeling activities, and short-answer responses. The English teacher further explained that *“if deaf students can answer 7 to 10 questions correctly, it means their ability in English is already good,”* demonstrating how achievement expectations were adjusted according to students’ abilities and learning conditions.

The findings also revealed innovative but unconventional assessment practices. The sign language teacher explained that students’ ability to communicate through International Sign Language was sometimes used as an indicator of English development because of perceived similarities between the two systems. Although this approach provided a practical solution within the local context, it raises questions regarding the extent to which sign language proficiency can accurately represent English language competence. Despite evidence of progress, learning outcomes remained constrained by several systemic limitations. The English teacher highlighted that *“there are only two hours per week”* allocated to English instruction,



limiting opportunities for practice and reinforcement. Participants further explained that English was rarely used outside the classroom, reducing students' exposure to authentic language experiences. One participant noted that *"in the village, English is not commonly used in daily interactions,"* making the classroom the primary environment for English learning. As a result, language development progressed slowly and remained heavily dependent on school-based instruction.

Student Aspirations for Independence and the Unrealized Potential of Family Engagement

The final theme highlighted students' aspirations for greater independence in English learning and the important yet underutilized role of family support. Interviews revealed that students possessed a strong desire to improve their English abilities and become less dependent on teacher assistance. One student expressed a wish to *"have more English words,"* while another hoped to *"understand lessons better."* Perhaps most significantly, students articulated a desire to *"join class more without always needing help,"* indicating a growing awareness of their own learning needs and a motivation to become more autonomous learners. The findings suggest that students viewed English not only as a school subject but also as a skill they wished to develop further. Their aspirations extended beyond vocabulary acquisition to broader goals such as improving reading comprehension, writing abilities, and classroom participation. These ambitions reflect positive attitudes toward learning and demonstrate that students recognized the value of English despite the challenges they encountered.

Alongside student aspirations, participants consistently emphasized the importance of family involvement in supporting English learning outside school. The sign language teacher argued that *"family support is crucial"* and further explained that *"we cannot rely only on school education. Parents must also help at home."* This perspective highlights the sociocultural nature of language learning, which requires reinforcement beyond formal classroom instruction. However, the findings revealed little evidence of systematic family engagement initiatives within the program. No structured home-learning activities, parental training sessions, or coordinated communication strategies specifically related to English learning were identified. Consequently, although families were viewed as potentially important partners in students' language development, their contribution remained largely informal and underutilized. The absence of structured family involvement represents a missed opportunity to extend learning beyond the limited instructional time available at school.

3. Discussion

The findings suggest that the effectiveness of inclusive English education at SDN 2 Bengkala is strongly influenced by the unique sociocultural environment of Bengkala Village. Unlike many inclusive settings where disability is often viewed through a deficit perspective, deafness in Bengkala is socially accepted and embedded within everyday community life. This condition creates a supportive foundation for inclusion because communication barriers are partially reduced through the widespread use of sign language within the community. The



findings support the argument that inclusive education is not solely determined by school policies but is also shaped by broader social and cultural contexts that influence participation and acceptance (Ainscow & Viola, 2024).

However, the findings also demonstrate that a positive inclusive culture alone is insufficient to guarantee high-quality educational outcomes. Despite strong commitment to inclusion, the program continues to face structural limitations, particularly the shortage of special assistant teachers and the limited prioritization of English instruction for deaf students. This finding reinforces the argument of Villa and Thousand (2005) that inclusive values must be accompanied by adequate institutional investment in personnel, resources, and instructional support. Therefore, the present study highlights an important distinction between social inclusion and educational inclusion. While deaf students are socially accepted within the school community, equitable access to English learning opportunities remains constrained by resource limitations.

The findings further reveal tensions between learner-centered flexibility and instructional continuity. Flexible participation policies successfully protect students' emotional well-being and encourage positive attitudes toward school attendance. However, excessive flexibility may reduce opportunities for sustained language exposure, which is particularly important for foreign language acquisition. Consistent with Liu (2022), language development depends heavily on repeated engagement and sustained instructional exposure. Thus, balancing emotional responsiveness with instructional consistency emerges as a central challenge for inclusive English education.

The findings indicate that the English program operates without several forms of specialized support commonly identified in the literature as essential for deaf learners. Although teachers demonstrate strong commitment and adaptability, instructional decisions are largely informed by practical experience rather than formal preparation in deaf education or inclusive language pedagogy. This finding aligns with Padmadewi et al. (2024), who reported that many Indonesian teachers support inclusive education philosophically but continue to experience difficulties in implementing inclusive instructional practices due to insufficient training.

An important contribution of the present study concerns the distinction between curriculum accommodation and curriculum adaptation. The findings suggest that modifications primarily occur at the assessment level rather than through systematic redesign of learning objectives, content progression, or instructional pathways. Consequently, accessibility is improved without fundamentally transforming the curriculum to address the linguistic characteristics of deaf learners. This observation supports previous arguments that inclusive education should move beyond lowering expectations and instead develop differentiated learning pathways that maintain meaningful educational goals (Artiles et al., 2006). Another significant issue concerns communication accessibility. The multilingual environment of Bengkulu, where several sign language systems coexist, provides rich communicative resources but simultaneously introduces instructional complexity. The findings suggest that the



absence of qualified English-to-sign-language mediation may increase cognitive demands on learners because English concepts are often processed through multiple linguistic layers before meaning is established. Viewed through Cognitive Load Theory (Sweller, 1988), this process potentially places additional demands on working memory and may reduce opportunities for direct English language acquisition. Therefore, the challenge is not merely the absence of resources but the absence of a coherent linguistic framework for English instruction within the inclusive environment.

The findings demonstrate that visually oriented instruction functions as the primary mechanism through which English learning becomes accessible to deaf students. This supports previous research emphasizing the importance of multimodal and visually mediated instruction for deaf learners (Aisami, 2015; Trezek & Mayer, 2019). The extensive use of visual resources, demonstrations, written supports, and sign language mediation reflects an instructional approach that is responsive to students' communicative preferences and learning characteristics. At the same time, the findings reveal that instructional effectiveness relies heavily on individual effort rather than systematic institutional structures. Collaboration between the English teacher and the sign language teacher appears productive but remains largely informal. This suggests that the program has developed effective practices through experience, yet these practices have not been fully transformed into sustainable organizational procedures. Consistent with Moon (2023), effective inclusive teaching requires structured collaborative planning rather than reactive coordination. The present study therefore highlights the importance of moving from relationship-based collaboration toward institutionally supported co-teaching models.

The findings also contribute to ongoing discussions regarding the meaning of inclusion. Although deaf and hearing students share the same learning environment, opportunities for meaningful interaction remain limited. This supports the social model of disability (Oliver, 2013), which argues that barriers often emerge from social and communicative structures rather than from individual impairments. Consequently, physical placement alone should not be interpreted as evidence of successful inclusion. Instead, inclusive education should be evaluated according to the extent to which students are able to participate, communicate, and build meaningful relationships within shared learning spaces.

The findings indicate that the program has produced measurable progress in English learning despite considerable resource limitations. Students demonstrated development in vocabulary recognition, basic literacy skills, and learning confidence. These outcomes suggest that visually supported instruction and sign language mediation can facilitate meaningful language learning opportunities for deaf students even within resource-constrained environments. Nevertheless, the findings also reveal a persistent gap between instructional effort and educational outcomes. Similar patterns have been reported in other inclusive education studies in Indonesia (Agus et al., 2023; Khamidah et al., 2025; Rubini & Sunaryo, 2023), where positive implementation processes do not necessarily translate into optimal learning outcomes. The present study suggests that this gap may be explained by structural



factors rather than deficiencies in teacher commitment or student ability. Limited instructional time, restricted access to English outside the classroom, insufficient specialist support, and underdeveloped assessment systems collectively constrain learning opportunities.

A particularly noteworthy contribution of this study concerns students' aspirations for greater independence. From a sociocultural perspective, the desire to participate more actively and rely less on mediation reflects an important developmental goal within inclusive education. However, the findings suggest that current support structures primarily facilitate access rather than independence. Drawing on scaffolding theory (Wood et al., 1976), effective support should gradually decrease as learners develop greater competence. The continued reliance on mediation indicates that accessibility has been achieved, but pathways toward autonomous English use remain underdeveloped. Finally, the findings highlight the unrealized potential of family engagement. Given Bengkulu's strong community sign language culture, family involvement represents a valuable resource for extending English exposure beyond the classroom. Consistent with Lederberg et al. (2013), meaningful inclusion requires collaboration between schools, families, and communities. The absence of structured family engagement mechanisms therefore represents not only a limitation but also a significant opportunity for future program development.

4. Conclusion and Suggestion

This study evaluated the implementation of English teaching and learning for deaf students within the Bengkulu Deaf Inclusive Education (BDIE) program at SDN 2 Bengkulu using the Context, Input, Process, and Product (CIPP) evaluation model. The findings indicate that the program is supported by a strong inclusive culture rooted in the Bengkulu community, where deafness is socially accepted and sign language forms part of everyday communication. This sociocultural foundation has enabled the school to create a supportive learning environment that promotes participation, accessibility, and positive relationships among stakeholders.

Despite these strengths, the evaluation revealed that the effectiveness of English teaching and learning remains constrained by several structural limitations. These include insufficient specialized support personnel, limited professional development opportunities, curriculum adaptation that focuses primarily on assessment rather than learning progression, and the absence of qualified English-to-sign-language interpretation. As a result, the program relies heavily on informal collaboration, visual teaching strategies, and the sign language teacher's mediation to ensure communication accessibility.

The findings further suggest that meaningful progress in English learning has been achieved, particularly in vocabulary development, basic reading comprehension, and simple writing skills. However, learning outcomes remain limited by restricted instructional time, minimal English exposure beyond the classroom, and the absence of systematic family involvement. Therefore, the study concludes that while the BDIE program has successfully established the social and instructional foundations of inclusive English education, the

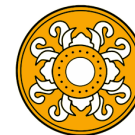


translation of inclusive values into optimal learning outcomes continues to be shaped by the availability of institutional resources and specialized support systems. Beyond the local context, this study contributes to the growing literature on inclusive English language education by demonstrating that successful inclusion involves more than physical placement and positive attitudes. Sustainable educational outcomes require the alignment of inclusive values, specialized resources, communication accessibility, and pedagogical support. The findings highlight the importance of addressing structural conditions if inclusive education is to provide equitable language-learning opportunities for deaf students.

Based on the findings, several recommendations can be proposed. First, schools and educational authorities should prioritize the provision of qualified support personnel, particularly teachers or interpreters with expertise in both English and sign language. Expanding access to visual learning technologies and increasing instructional exposure to English would further strengthen learning opportunities for deaf students. Second, professional development programs should focus on deaf education pedagogy, visual language teaching strategies, curriculum differentiation, and collaborative teaching practices. More structured co-planning between English teachers and sign language teachers may help transform existing instructional strengths into more sustainable and systematic practices. Finally, future research should explore longitudinal English language development among deaf learners, investigate the potential role of International Sign Language in English literacy instruction, and develop assessment instruments specifically designed for deaf students in inclusive educational contexts. Research on family engagement strategies is also needed to better understand how home and community resources can support English learning beyond the classroom.

References

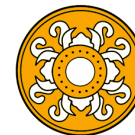
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