Proceedings Series of Educational Studies

The 5th International Conference on Educational Management and Technology (ICEMT) 2026

IMPLEMENTATION STRATEGIES OF THE REFLECTIVE MATERNAL METHOD IN IMPROVING THE COMMUNICATION SKILLS OF CHILDREN WITH HEARING IMPAIRMENT

Khairul Wathoni, Diah Ayu Nur Ramadhani, Sofi Andini, Marisha Syintia Ayu, Halimaturrisna, Muthya Firagil Restuti*

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: muthya.firagil.fip@um.ac.id

Abstract

Children with hearing impairment experience communication difficulties due to limited access to auditory language input, which often leads to delays in speech and language development compared to hearing children. One approach considered effective in addressing this barrier is the Reflective Maternal Method (Metode Maternal Reflektif/MMR), a language-learning method that imitates the natural communication pattern between a mother and her child. This article aims to examine the implementation strategy of MMR in improving the communication skills of children with hearing impairment. The study was conducted through a systematic literature review of relevant national journal articles. The results show that implementing MMR through the stages of Perdati (heart-to-heart conversation), Percami (ideovisual reading conversation), and Percali (linguistic conversation) can improve both verbal and nonverbal communication skills, enrich vocabulary, and build children's self-confidence. The success of MMR implementation is also influenced by the involvement of teachers, parents, and the surrounding environment. Thus, MMR can serve as an adaptive language-learning strategy alternative for children with hearing impairment.

Keywords: reflective maternal method; communication; hearing impairment

1. Introduction

Special education is defined in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System as education for learners who have physical, emotional, mental, or social disorders and/or exceptional intelligence or talents (Law of the Republic of Indonesia Number 20 of 2003). One group of children who require special education services is children with hearing impairment (tunarungu), namely children who experience disorders of the auditory organs that impair their hearing ability, ranging from mild (hard of hearing) to severe (deaf).

Communication ability is an important aspect of human life, particularly in the process of social interaction. The limitations faced by children with hearing impairment in receiving auditory information affect their language and communication development, so that these children often have difficulty expressing ideas, understanding messages, and interacting with their social environment (Damayanti et al., 2022). This barrier not only affects language aspects but also impacts children's cognitive, social, and emotional development, so appropriate early intervention is needed.

One approach that can be used to develop the communication skills of children with hearing impairment is the Reflective Maternal Method (MMR), a language-learning method

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

that imitates the way a mother communicates naturally with her baby (Suhaemi et al., n.d.). MMR emphasizes the use of language in real contexts through meaningful interaction, so that children can understand and use language functionally rather than merely memorizing sentence structures. Based on this description, this article aims to examine the implementation strategy of the Reflective Maternal Method in improving the communication skills of children with hearing impairment.

2. Method

This study was conducted using the Systematic Literature Review (SLR) method, a research method carried out by collecting, examining, and analyzing the results of a literature search in a structured, systematic, and planned manner. The study procedure was carried out in two stages. First, reference searching was conducted across various accredited national journal articles using the keywords tunarungu (hearing impairment), MMR, communication, language, Perdati, Percami, and Percali. Second, the results and discussion were formulated based on a synthesis of various journal references discussing the implementation of MMR in children with hearing impairment.

3. Results and Discussion

3.1 Result

The Reflective Maternal Method (MMR) is a language-learning approach that positions the teacher and student in the manner of a conversation between a mother and a baby who does not yet understand language, based on the underlying principle of "whatever you want to say, say it like this..." (Taslimah & Nurmaliyah, 2023). The MMR learning stages for children with hearing impairment consist of three forms of conversation: Perdati (Heart-to-Heart Conversation), Percami (Ideovisual Reading Conversation), and Percali (Linguistic Conversation). Perdati is a conversation that takes place naturally in a relaxed atmosphere, building intersubjectivity between teacher and child toward the same object. Percami is the stage of visualizing new vocabulary resulting from the conversation through writing, speech, demonstration, gesture, or sign language. Percali, meanwhile, is a conversation related to grammar based on reading material, aimed at enabling the child to reflect on grammatical topics and master the content and form of language (Suhaemi et al., n.d.).

Didactically, the implementation of MMR can be broken down into four stages: spontaneous-emotional conversation, conversation visualization, reading-material creation, and the reflective step. In the first stage, interaction takes place naturally among students or between students and the teacher, with the teacher's role being to guide without disrupting the child's spontaneity. In the second stage, the teacher writes the results of the conversation on the board in the order expressed by the child. This writing is then developed into reading material in the third stage to broaden and deepen the material. The final stage is reflection, namely re-reading and reflecting on the reading material that has been created so that the child can connect experience, language, and understanding in a more integrated way (Hasanah, 2022).

Furthermore, the implementation of MMR can also be carried out through eight interrelated steps: (1) preparation, consisting of vocalization exercises and basic phonetic sensitivity; (2) integrated speech, in the form of teacher feedback on the child's phoneme

errors; (3) the weekly board, used to train understanding of time; (4) conversation between teacher and student on a particular theme; (5) visualization, in the form of depicting the object being discussed; (6) processing of the visualization, involving reading and syllable segmentation (accent); (7) copying the visualization onto the board; and (8) reading the written utterances of the words that have been discussed (Hasanah, 2022).

3.2 Discussion

Several empirical studies indicate the effectiveness of MMR in improving the communication skills of children with hearing impairment. Zulmiyetri (2017) found that the individual implementation of MMR using engaging media can improve the oral language skills of children with hearing impairment. Similarly, Noermasari and Efendi (2016) reported an improvement in the speaking ability of children with hearing impairment after the implementation of MMR, while Nusyroniyah and Pamuji (2024) demonstrated a significant effect of MMR on the speaking skills of children with hearing impairment at SLB-B Pertiwi in Mojokerto City, based on the Wilcoxon Match Pairs Test.

Beyond speaking ability, MMR has also proven effective in other language aspects. Sari and Praherdhiono (2014) found an effect of MMR on the early reading skills of students with hearing impairment, while Wahyuni (2020) showed that MMR is effective in improving the ability to construct sentence structures in children with hearing impairment. Fauziah (2015) and Karyana (2017) likewise reported improvements in expressive-receptive language ability and vocabulary mastery among children with hearing impairment following the consistent implementation of MMR through conversation, visualization, and reflection.

The success of MMR implementation is inseparable from the teacher's role in presenting lively and communicative expression when interacting with children, as well as the involvement of parents and the surrounding environment in fostering contextual communication (Suhaemi et al., n.d.; Supena & Iskandar, 2021). Linguistic conversation (Percali) in particular plays an important role in developing children's semantic ability, for example in understanding the meaning of adjectives, given that children with hearing impairment tend to have an egocentric character that makes it difficult for them to take another person's point of view (Suhaemi et al., n.d.).

Nevertheless, the implementation of MMR also faces challenges, including the need for specialized teacher expertise to create expressive and stable communication, as well as the relatively long duration required to achieve optimal results. The effectiveness of this method is also strongly influenced by the individual characteristics of the child and the conduciveness of the learning atmosphere created (Zulmiyetri, 2017).

4. Conclusion

Based on the literature review conducted, the Reflective Maternal Method (MMR) is shown to play an important role in improving the communication skills of children with hearing impairment. By imitating the natural pattern of interaction between mother and child through the stages of Perdati, Percami, and Percali, MMR helps children more easily understand and use language functionally, both verbally and nonverbally. The success of MMR implementation is influenced by the teacher's expertise in creating expressive

communication, consistency of implementation, and the support of parents and the child's surrounding environment. Future research is recommended to empirically test the effectiveness of MMR in the field using a more diverse range of teaching media and by leveraging technological support so that the implementation of MMR becomes increasingly flexible in meeting the educational needs of children with hearing impairment.

References

Damayanti, M. M., Putri, K., & Yolla, Y. (2022). Hambatan yang dihadapi anak tunarungu dalam proses pembelajaran anak tunarungu. JOECES: Journal of Early Childhood Education Studies, 2(1).

Fauziah, A. N. (2015). Penerapan metode maternal reflektif dalam meningkatkan kemampuan berbahasa anak tunarungu (Studi eksperimen pada anak tunarungu kelas 3 SDLB di SLB BC Al Barkah Garut) [Undergraduate thesis, Universitas Pendidikan Indonesia]. UPI Repository.

Halawa, S., Hasibuan, M. K. P., Dahyanti, N., & Maulida, K. A. W. (n.d.). Keterampilan komunikasi verbal dan non verbal dalam pembelajaran. Jurnal Pendidikan Indonesia, 5(1). https://doi.org/10.59818/jpi.v5i1.1108

Hasanah, L. (2022). Penggunaan metode maternal reflektif (MMR) untuk meningkatkan kemampuan berbicara anak tunarungu di TK SLB Pangudi Luhur, Jakarta. Irfani: Jurnal Pendidikan Islam.

Karyana, S. E. (2017). Penerapan metode maternal reflektif dalam meningkatkan pengetahuan kosakata pada anak tunarungu kelas 1 di SLB B Sumbersari Bandung [Undergraduate thesis, Universitas Pendidikan Indonesia]. UPI Repository.

Kustiawan, W., Khairani, L., Lubis, D. R., Lestari, D., Yassar, Z., & Albani, A. B. (n.d.). Pengantar komunikasi non verbal. Journal Analytica Islamica, 11.

Noermasari, Y. A., & Efendi, M. (2016). Efek metode maternal reflektif terhadap kemampuan berbicara anak tunarungu. Jurnal Ortopedagogia, 2(2), 82–85. https://doi.org/10.17977/um031v2i22016p82-85

Nusyroniyah, Z., & Pamuji, P. (2024). Pengaruh metode maternal reflektif (MMR) terhadap keterampilan berbicara anak tunarungu. Jurnal Pendidikan Khusus, 19(1).

Sari, P. N. P., & Praherdhiono, H. (2014). Pengaruh penggunaan metode maternal reflektif terhadap keterampilan membaca permulaan siswa tunarungu kelas III SDLB. Jurnal Ortopedagogia, 1(3), 217–224.

Suhaemi, A. N., Surya, B. S., Putri, A., & Juwandani, E. (n.d.). Penggunaan metode maternal reflektif untuk meningkatkan kemampuan berbicara anak tunarungu di SLB B-C Alfiany.

Supena, A., & Iskandar, R. (2021). Implementasi layanan inklusi anak berkebutuhan khusus tunarungu. Jurnal Komunikasi Pendidikan, 5(1), 124–137. https://doi.org/10.32585/jkp.v5i1.1018

Taslimah, U., & Nurmaliyah, Y. (2023). Implementasi Metode Maternal Reflektif (MMR) dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti pada siswa tunarungu di Sekolah Luar Biasa (SLB) Negeri 7 Jakarta. Jurnal Ilmiah Multidisiplin, 2.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional [Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System].

Wahyuni, E. Y. (2020). Efektivitas metode maternal reflektif (MMR) dalam meningkatkan kemampuan menyusun struktur kalimat pada anak tunarungu di SLB Bina Nusantara [Undergraduate thesis, Universitas Pendidikan Indonesia]. UPI Repository.

Zulmiyetri, Z. (2017). Metoda Maternal Reflektif (MMR) untuk meningkatkan kemampuan bahasa lisan anak tunarungu. Jurnal Konseling dan Pendidikan, 5(2), 62–67. https://doi.org/10.29210/117500