Sign Language Training for Civil Servants at the Palangka Raya Civil Registration Office to Support Inclusive Services for Deaf Citizens

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Abstract

Inclusive civil registration services for deaf persons are a critical prerequisite for equitable public service delivery and for advancing SDG 10 and SDG 16. At the Civil Registration Office (Disdukcapil) of Palangka Raya, physical accessibility has begun to receive attention, but staff capacity to communicate with deaf citizens remains limited and relies largely on written notes or family members as intermediaries. This community service programme aimed to strengthen the capacity of civil servants to provide more inclusive services through a short training on basic sign language and disability awareness. The intervention was implemented as a face-to-face workshop with three stages: preparation (needs mapping and development of a concise training module), implementation (presentation of disability-related regulations and inclusive service principles, introduction to SIBI and BISINDO manual alphabets, and role-plays simulating interactions at the service counter), and simple evaluation using written reflection sheets and group discussion. The findings indicate increased awareness among participants of deaf citizens' communication rights, a more critical view of previous communication strategies, and greater confidence to initiate interaction using a combination of sign language, writing, and gestures. Participants also began to recognise the need for institutional support, such as Standard Operating Procedures and follow-up training, so that inclusive practice does not depend solely on individual goodwill. Although short in duration and limited to basic competencies, the programme illustrates how sign language training can serve as a practical entry point for strengthening disability-inclusive civil registration services for deaf citizens.

Keywords: Inclusive Public Services; Deaf Persons; Sign Language Training; Civil Registration Office.

INTRODUCTION

Inclusive public service for persons with disabilities, particularly for the deaf community, is increasingly treated as a test of whether governance is genuinely equitable rather than only formally non-discriminatory. The integration of sign language as a regular, recognised mode of communication in public administration is not simply a technical matter, but relates directly to disability rights and social inclusion. A growing body of research shows that accessibility in communication is central to deaf people's experiences with public institutions. Gichane et al. describe how the presence of sign language interpreters and assistive technologies can determine whether deaf

citizens actually receive and understand information offered by services that are, in principle, open to all (Gichane et al., 2017). Scherer et al. similarly underline that partnerships between government agencies and organisations representing deaf and hard-of-hearing communities are important to improve communication, with implications for psychological well-being and social participation (Scherer et al., 2023). These studies suggest that inclusive governance requires more than legal guarantees; it depends on concrete arrangements for communication that are negotiated with the communities concerned.

Legal obligations related to accessibility have been expanded in many sectors, including the media. García-Prieto and Aguaded, examining broadcasting in Europe, point out that despite mandatory subtitling and some provision of sign language services, there remains a mismatch between what regulations formally require and what many deaf viewers actually need (García-Prieto & Aguaded, 2021). This gap illustrates how partial or uneven implementation can leave people formally "covered" by regulations yet still excluded in practice. In health care, where miscommunication carries particularly serious consequences, several studies have documented systematic barriers caused by limited sign language provision and inadequate training of service providers (Adigun & Mngomezulu, 2020; Masuku et al., 2021). Negative experiences reported by deaf patients, including misunderstanding of medical information and feelings of disrespect, appear again and again in qualitative accounts (Gichane et al., 2017; Adigun et al., 2021). These findings support arguments that training and structured communication support are not optional "add-ons" but central elements of service quality for deaf users.

Similar patterns arise in research on public services outside health care. Faisal et al. argue that employing professional sign language interpreters and establishing clear communication mechanisms can make routine interactions in government offices meaningfully accessible rather than nominally open (Faisal et al., 2023). Napier et al. show that when such mechanisms are absent, deaf people often rely on ad hoc strategies, including family members or untrained staff, which raises concerns about privacy, accuracy, and autonomy (Napier et al., 2017). In Indonesia, oversight bodies such as the Ombudsman have begun to address these issues. Novita et al. report that complaints from persons with disabilities reveal gaps between the legal right to accessible services and the actual practices of many public institutions, indicating the need for more systematic monitoring and enforcement (Novita et al., 2023). This mix of international and national evidence suggests that problems of communication accessibility are not limited to any one sector or country, but reflect broader structural tendencies.

Within government offices, the presence or absence of sign language is a concrete indicator of how far commitments to inclusion are being implemented. Studies on public administration highlight several recurring issues. Mullyana et al. argue that professional sign language interpreters and appropriate technological support can significantly improve access to information for deaf citizens and reduce dependence on informal intermediaries (Mullyana et al., 2021). Yet qualitative work by Appiah et al. shows that many providers remain inclined to rely on lip-reading, writing, or

guesswork, rather than calling interpreters or learning sign language, with predictable risks of misunderstanding (Appiah et al., 2018). Machado et al., discussing the Brazilian context, treat legal recognition of Brazilian Sign Language (Libras) as an important foundation but emphasise that rights to use sign language must be operationalised across the health and administrative system if they are to be meaningful (Machado et al., 2015). Baloyi and Thethwayo, analysing South Africa, identify shortages of trained interpreters in public health institutions as a key structural barrier that limits the effect of formal policy commitments (Thethwayo & Baloyi, 2025). Rogers et al. propose telemedicine models using therapists fluent in sign language as one way to expand access, but they also note that evidence on the effectiveness of such approaches for deaf users is still limited (Rogers et al., 2022). Taken together, these studies indicate that institutionalising sign language in state services involves both human resource policies and technological innovation, and that both are unevenly developed.

The debate on disability-inclusive public services is increasingly linked to the Sustainable Development Goals (SDGs), particularly SDG 10 on reducing inequalities and SDG 16 on peaceful, just, and inclusive institutions. In Indonesia, policy documents stress disability inclusion in civil service recruitment and training, although implementation varies (Sulistianingsih, 2023). Griffen proposes the Inclusion Wheel Model as a way for public health and related sectors to integrate disability perspectives into training and practice, arguing that structured capacity-building can help move beyond rhetorical commitments (Griffen, 2022). Maulana et al. describe how some local governments have begun to reform service delivery to address accessibility for persons with disabilities, with results that are promising in some respects but still partial (Maulana et al., 2020). These analyses converge on the view that without systematic capacity-building for civil servants, including skills in disability-sensitive communication, formal reforms risk remaining largely symbolic.

Evidence from Indonesian local government further illustrates the scale of the challenge. Propiona's study of accessibility in public facilities in DKI Jakarta, guided by regional regulations, shows that regulatory frameworks can support improvements but do not guarantee them, especially when enforcement and budgeting are weak (Propiona, 2021). Pasciana's work on innovative service delivery in Garut notes that locally driven initiatives can address some practical barriers, yet also depend heavily on political will and local resources (Pasciana, 2020). Drawing on research by Buana and Rudy, Tubalawony and Mustaram indicate that fewer than one-third of persons with disabilities in Indonesia can access public facilities independently, which points to persistent structural obstacles (Tubalawony & Mustaram, 2024). Permadi et al. identify shortcomings in infrastructure and service design that limit the effectiveness of existing provisions (Permadi et al., 2021), while Riberu et al. document barriers to obtaining administrative services and population documentation despite attempts to build "innovative networks" for disabled citizens (Riberu et al., 2024). Ma'arif stresses that integrating disability rights and SDG frameworks into public service reform requires continuous, not one-off, efforts to identify and dismantle these barriers (Ma'arif, 2023). Together, these studies suggest that accessibility policies in

Indonesia have created opportunities, but that large gaps remain between policy and practice.

Within this broader landscape, civil registration and vital statistics services are particularly important, since documents such as birth certificates, identity cards, and family cards are prerequisites for accessing many other rights and services. Yet research specifically addressing deaf citizens' experiences with civil registration remains limited. The available evidence on public services suggests that deaf users often face communication barriers when dealing with front-line staff, and that staff rarely receive structured training in sign language or deaf culture. Although some local governments have experimented with innovations, there is little indication that sign language has been integrated systematically into the daily practice of offices such as Dinas Kependudukan dan Pencatatan Sipil (Disdukcapil). This situation is difficult to reconcile with national commitments to disability inclusion, the obligations articulated in laws and regulations on persons with disabilities, and the ambitions associated with SDG 10 and SDG 16.

Against this background, capacity-building for civil servants becomes a practical entry point to align public service delivery with these frameworks. Training in basic sign language and disability-sensitive communication can be seen as one concrete step toward reducing inequalities in access to civil registration services for deaf residents and toward strengthening the inclusiveness of local institutions. However, the design, implementation, and evaluation of such training in real administrative settings are not well documented. The present article addresses this gap by examining a community-service programme that provided sign language training for civil servants at Disdukcapil Kota Palangka Raya. The focus is on how the activity responded to the specific communication problems faced by deaf citizens, how it was implemented in collaboration with relevant stakeholders, and what kinds of changes and limitations were observed from the perspective of participants and organisers. In doing so, the article aims to contribute both to the discussion on disability-inclusive public services in Indonesia and to practical reflections on how local governments can move from normative commitments toward more accessible day-to-day administrative practice.

METHOD

This community service programme was designed as a capacity-building intervention for civil servants at the Population and Civil Registration Office (Disdukcapil) of Palangka Raya through short training in sign language and disability awareness. The activity was not framed as descriptive qualitative research but as a community education model that emphasises strengthening practical competencies so that staff can provide more inclusive services. This approach is consistent with the view that training-oriented community service can enhance the capacity and commitment of public officials to disability-friendly service delivery (Nugroho et al., 2022; Sugiharto & Priguna, 2019).

The programme took place at the Disdukcapil office and involved front-office personnel who interact directly with citizens. The partner institution was selected because civil registration documents are prerequisites for accessing many other public services, especially for persons with disabilities.

Participants were civil servants and non-civil servant staff assigned to service counters, so any learning outcomes were expected to translate immediately into day-to-day encounters with applicants.

The implementation method consisted of three stages. The preparation stage included coordination with the Disdukcapil leadership, an initial mapping of service needs for deaf citizens, and the development of a concise module. The module covered disability-rights regulations, principles of inclusive public service, and basic sign language vocabulary relevant to civil registration procedures.

The implementation stage took the form of a face-to-face workshop combining theoretical input, demonstration, and practice. The first session introduced the normative framework of disability rights and the importance of building the capacity of public officials to realise inclusive services, drawing on literature on capacity building for civil servants (Giang et al., 2025; Dũng, 2025). Subsequent sessions focused on practising basic sign language for key service situations, including fingerspelling and simple dialogues at the service counter. This workshop model, with strong emphasis on practical skills, aligns with recommended community-service approaches for training public servants in Indonesia (Frix & Pal, 2010; Lailiyah et al., 2024).

The evaluation stage was conducted through written feedback forms and a brief focus-group discussion at the end of the workshop. Participants were asked to reflect on their knowledge and attitudes before and after the training, and to identify realistic behavioural changes they could implement at the counter. This simple evaluation was intended to capture initial changes in knowledge and attitudes and to inform future improvement of the programme, as suggested by studies on the assessment of disability-inclusion training (Khanh, 2025; Rizki et al., 2025). In this way, the method was oriented not only to knowledge transfer but also to fostering a culture of continuous learning about disability-inclusive public services.

RESULTS AND DISCUSSION

The revised results and discussion focus on the concrete implementation of the community-service activity at the Population and Civil Registration Office (Disdukcapil) of Palangka Raya and relate the observations to the broader literature on disability-inclusive public service and training for civil servants. The activity combined socialisation on disability rights with introductory training in sign language for front-line civil servants, who previously had no structured access to such learning opportunities.

A. Initial condition and identified needs

Before the activity, Disdukcapil Palangka Raya had already provided some physical accessibility, such as ramps and easily accessed waiting areas, in line with Government Regulation No. 42 of 2020 on accessibility for persons with disabilities.

However, interviews and informal conversations with staff indicated that communication with deaf residents still relied on written notes, guesswork, or the presence of hearing family members. None of the participating civil servants had received formal training in sign language, and the local government had not yet established a policy that encouraged non-disabled

civil servants to learn sign language despite the guarantees in Law No. 8 of 2016 on Persons with Disabilities.

This situation is quite typical of public institutions that have begun to address physical barriers but are still struggling with communication barriers. Studies from Indonesia and other contexts point to similar patterns: facilities such as ramps are installed, yet deaf citizens continue to face obstacles because staff cannot communicate in sign language and interpreters are rarely available (Gichane et al., 2017; Faisal et al., 2023; Napier et al., 2017). The gap between legal recognition and actual practice is also reported by Novita et al., who find that complaints by persons with disabilities often concern failures in communication rather than in formal procedures (Novita et al., 2023).

Locally, Palangka Raya's disability population is numerically small but politically significant. Official statistics record 617 persons with disabilities out of about 305.8 thousand residents.

This proportion does not make deaf citizens numerically "visible" in everyday service planning, yet rights-based frameworks emphasise that inclusion cannot be justified merely on the basis of numbers (Widinarsih, 2019). The combination of limited staff competence in sign language and a small but rights-bearing deaf population framed the need for a targeted capacity-building programme.

B. Implementation of the training and learning activities

Responding to these conditions, the community-service team designed a short training intervention aimed at front-line civil servants in Disdukcapil. The activity was positioned as an initial step rather than a complete solution, with the expectation that it would be followed by institutional follow-up and more advanced training. The programme comprised three main components: (1) socialisation on disability rights and inclusive public service, (2) introduction to basic sign language, and (3) reflection on implications for service procedures at Disdukcapil.

The socialisation session revisited national regulations on public service and disability, including Law No. 25 of 2009 on Public Service, Law No. 8 of 2016 on Persons with Disabilities, and Palangka Raya Mayor Regulation No. 8 of 2021 on the code of ethics for civil servants.

Particular attention was given to the clause in the Disdukcapil code of ethics requiring officers to be "informative in helping citizens to access services easily."

During the discussion, participants acknowledged that they interpreted this duty mainly in terms of politeness and clarity in spoken Indonesian, not in relation to sign language. This recognition already marked a shift in the way inclusivity was understood: from physical and procedural aspects to communication and interaction.

The second component focused on basic sign language competency. Following the literature that distinguishes between Sistem Isyarat Bahasa Indonesia (SIBI) as a more formal, Indonesian-structured system, and Bahasa Isyarat Indonesia (BISINDO) as a more natural, community-developed language (Rachmawati, 2020; Amin & Pribadi, 2022; Rahmawati et al., 2022), the training deliberately introduced both.

Figure 1. The alphabet used in SIBI Source: ABK Care Foundation

Figure 1 presents the manual alphabet used in SIBI, which employs one hand with 24 static positions and two dynamic movements corresponding to the 26 letters of the Latin alphabet. This visual aid was used in the early session as a bridge for hearing civil servants, many of whom felt more comfortable starting from a system explicitly linked to written Indonesian. Participants practised fingerspelling their names and basic terms such as "KTP," "KK," "akta," and "antrian."

Figure 2. Sshows the BISINDO manual alphabet, which is used more widely among deaf communities in Indonesia.

After becoming familiar with SIBI finger spelling, participants were introduced to BISINDO signs that are frequently used in everyday interaction, including signs for "selamat pagi," "tolong," "terima kasih," "tunggu," and "selesai," drawn from materials by Rahmawati et al. (2022) and Saraswati et al. (2022). The contrast between Figures 1 and 2 helped clarify that

Indonesian sign language is not monolithic and that different contexts may require different signing conventions.

The third component consisted of role-play scenarios at simulated service counters. In small groups, civil servants rehearsed greeting a deaf visitor, asking about the purpose of their visit, and indicating the steps of a service process using a combination of sign language, written notes, and gestures. Facilitators observed these interactions and provided feedback, focusing on clarity, eye contact, and turn-taking rather than purely on the precision of hand shapes. This approach follows findings that practical, context-based exercises make disability and sign language training more meaningful and transferable to daily work (Hartono, 2017; Anggraeni et al., 2024).

Although the training was short, it was designed to provide a realistic picture of what an inclusive encounter at the service counter could look like. The use of Figures 1 and 2 as training media, simple worksheets, and group reflection notes formed the main qualitative data for this section.

C. Immediate learning outcomes

The activity did not employ a full pre- and post-test design, so the results described here rely on observation, open-ended written feedback, and group discussion. This inevitably limits the strength of any causal claims that can be made, but some patterns are still visible and broadly consistent with findings from other training-based interventions.

First, participants reported a shift in awareness regarding deaf citizens' communication rights. Several civil servants indicated that they had previously assumed that lip-reading or writing was "good enough," an assumption that is widely documented in international literature (Appiah et al., 2018; Napier et al., 2017). After practising fingerspelling and basic signs, they recognised more clearly why deaf citizens often describe such strategies as tiring, slow, and prone to misunderstanding. This change in perspective echoes studies showing that disability awareness training can challenge stereotypes and promote more reflective, empathetic attitudes among public servants (Syaleh, 2023; Tukiman et al., 2021).

Second, the participants' self-reported confidence in meeting deaf citizens appeared to increase, even though their technical skills in sign language remained basic. This pattern is similar to findings in health-care training where short sign-language courses do not make participants fluent but do make them more willing to initiate interaction and seek assistance appropriately (Carmiasih & Fitriaty, 2022). In the role-plays, participants increasingly used eye contact, clear gestures, and simple signs, and they were more ready to ask a deaf "client" to repeat a sign rather than pretending to understand. These behavioural indicators suggest that training can modify interactional habits even within a limited time frame.

Third, the activity prompted discussion about institutional responsibilities. During the reflection session, participants debated whether learning sign language should be treated as an individual initiative or as part of organisational capacity-building. Some argued that not every staff member could be expected to master sign language, especially given workload and age-related constraints, while others contended that at least a core team at each

service counter should be trained systematically. This mirrors debates in the literature on inclusive institutions, which emphasise that disability inclusion cannot be left to individual goodwill but should be structured through organisational policies and Standard Operating Procedures (SOPs) (Pramashela & Rachim, 2022; Huque & Jongruck, 2020).

These results remain modest and exploratory. Nevertheless, they align with evidence that training programmes which combine legal information, practical sign language exercises, and reflection tend to produce more durable changes in attitudes and behaviour among public servants and frontline workers (Radey, 2008; Hartono, 2017; Anggraeni et al., 2024).

D. Implications for disability-inclusive public service and SDG-oriented governance

From the perspective of SDG 10 (Reduced Inequalities) and SDG 16 (Peace, Justice, and Strong Institutions), the training can be interpreted as a small but concrete experiment in aligning local public services with the principle of inclusive institutions. Indriani and Manggalou argue that inclusive institutions require not only formal regulations but also practical changes in how frontline services are designed and delivered (Indriani & Manggalou, 2025). Jati likewise notes that reducing inequalities involves dismantling everyday barriers in administrative practice, not only redistributing resources (Jati, 2016).

In the case of Disdukcapil Palangka Raya, the training highlighted how communication barriers constitute a form of inequality that is less visible than physical inaccessibility but equally consequential. When deaf citizens are unable to ask questions or clarify procedures, their risk of service errors, delays, or dependence on third parties increases. This has implications for trust in public institutions. Research from Indonesian local governments indicates that visible efforts to accommodate persons with disabilities, including through accessible communication, can enhance public trust and perceptions of fairness (Fransiska, 2025; Izzah, 2023). Herwanto et al. and Firdaus et al. further show that accountability mechanisms, such as monitoring and complaint handling for disability-related issues, are central to sustaining this trust (Herwanto et al., 2023; Firdaus et al., 2022).

The discussion session at the end of the training suggested several potential follow-up steps that, if implemented, could bring Disdukcapil closer to this model of inclusive, accountable service:
1. Formal recognition of basic sign language skills as part of staff competencies at the service counter;
2. Development of simple sops describing how staff should respond when a deaf person seeks services, including when and how to call interpreters; and
3. Integration of sign-language and disability awareness topics into routine internal training and performance review discussions.

These proposals resonate with recommendations in the literature on disability-inclusive public services, which emphasise clear guidelines, accessible information in multiple formats (including sign language), and regular training as elements of good practice (Trifira et al., 2022; Wicaksono et al., 2019; Amaliah et al., 2023). The activity at Disdukcapil did not itself

create these institutional changes, but it opened a space in which such options could be explored with staff who are directly involved in service delivery.

E. Sign language choice, local variation, and community engagement

One practical issue that emerged during training was the choice between SIBI and BISINDO in daily service. As shown in Figures 1 and 2, the two systems differ both in hand shapes and in their underlying linguistic logic. SIBI mirrors Indonesian grammar and is typically taught in schools for deaf students, while BISINDO grows from community usage and is often preferred by deaf adults in informal settings (Rachmawati, 2020; Rahmawati et al., 2022).

Participants realised that trying to impose SIBI alone in the service context might reproduce some of the rigidity criticised by deaf communities. At the same time, they felt unsure about adopting BISINDO without systematic learning and without ongoing dialogue with local deaf organisations, particularly because BISINDO signs can differ between regions such as Palangka Raya and Banjarmasin.

This tension reinforces findings from other contexts that the design of sign-language services must be negotiated with deaf communities rather than decided unilaterally by institutions (Machado et al., 2015; Baloyi & Thethwayo, 2025).

The training only partially addressed this issue. While it introduced both systems and encouraged participants to be sensitive to the preferences of deaf citizens, it did not yet formalise channels for sustained collaboration with deaf organisations. The literature on community engagement and service learning suggests that such collaboration is crucial. Service-learning projects and community-based training are more effective when persons with disabilities are involved as co-educators rather than only as "beneficiaries" (Games & Sari, 2019; Andayani & Afandi, 2019; Indriyanto, 2023; Rizky, 2021). In future iterations, inviting local deaf leaders to co-design and co-facilitate the training would be an important step to ensure that the sign language used in Disdukcapil reflects local practice and that deaf citizens have a say in how services are delivered.

F. Limitations and future directions

Several limitations of the activity and of this analysis need to be acknowledged. First, the training was relatively short and introductory. It offered only a basic vocabulary and awareness-raising rather than full communicative competence in sign language. The literature on training emphasises that the impact of such interventions is often temporary unless followed by refresher sessions, support materials, and institutional reinforcement (Radey, 2008; Siswanda et al., 2024; Wulaningsih et al., 2023). This suggests that the present programme should be treated as a starting point rather than as evidence that Disdukcapil has become fully disability-inclusive.

Second, the evaluation relied heavily on qualitative observation and self-reported reflections, without standardised instruments or a control group. While this approach fits the exploratory character of the activity and the

constraints of community service, it limits the ability to quantify changes in knowledge, attitudes, or behaviour. Future programmes could incorporate simple pre- and post-tests of sign-language recognition, attitude scales on disability inclusion, or structured observation checklists at service counters. These tools would not eliminate subjectivity, but they would allow more systematic tracking of change over time (Kuswarak et al., 2023).

Third, the training did not directly examine the experiences of deaf citizens after the intervention. Without follow-up interviews or complaint-data analysis, it is not possible to state whether the short programme produced observable improvements from the users' perspective. The literature on accountability and trust suggests that such user-centred evaluation is essential for assessing whether institutional measures actually reduce inequalities (Herwanto et al., 2023; Fatmawanti & Gantika, 2020). A future phase could include surveys or focus groups with deaf residents who have visited Disdukcapil after staff training, to capture their assessment of any changes in communication and service quality.

Finally, the activity was confined to one office in one city. Given that civil registration services across Indonesia are governed by similar regulations, the issues identified here are likely to be relevant elsewhere, but the specific dynamics of staffing, local deaf community organisation, and political will will differ. Scaling up would therefore require adaptation, not simple replication. Here, the idea of "public service guidelines" for disability-inclusive services, developed at national or provincial level and adapted locally, becomes important (Wulansari & Prabawati, 2021; Pramashela & Rachim, 2022).

Despite these limitations, the training at Disdukcapil Palangka Raya illustrates a practical way to move discussion about inclusion beyond abstract commitments. By using concrete media such as the SIBI and BISINDO alphabets (Figures 1 and 2), engaging civil servants in role-play, and linking the experience directly to their ethical and legal obligations, the activity opened a modest but meaningful space for reflection and change. The challenge, which future work will need to address, lies in embedding these lessons into institutional routines so that deaf citizens can encounter not just individual staff who "once attended a training," but a public service environment that consistently recognises their language, rights, and presence.

CONCLUSION

This community service programme demonstrated that brief, focused capacity-building can begin to close the communication gap between civil servants and deaf citizens at the Population and Civil Registration Office (Disdukcapil) of Palangka Raya. Through an integrated workshop on disability awareness and basic sign language, supported by visual media such as the SIBI and BISINDO alphabets, front-line staff who previously had no structured exposure to sign language were able to acquire initial communicative skills, reflect critically on their interaction patterns, and recognise that inclusive service is not limited to physical access and polite speech, but also involves respecting the linguistic rights of deaf clients. The role-play simulations at the service counter and guided reflections revealed meaningful shifts in awareness and self-confidence, and opened a discussion

about institutional responsibility, including the need for organisational rather than merely individual efforts to support inclusive practice. At the same time, the programme's limitations are clear: it was short in duration, produced only basic sign language competence, relied on self-reported reflections for evaluation, and did not yet document changes from the perspective of deaf service users. Even with these limits, the activity provides a concrete example of how sign language training can serve as an entry point for implementing disability-inclusive principles and aligning local civil registration services with broader commitments to equality and inclusive institutions.

RECOMMENDATION

Based on these findings, it is recommended that Disdukcapil Palangka Raya and the local government move beyond one-off training and gradually institutionalise disability-inclusive service practices. This can include establishing regular refresher courses in sign language and disability awareness for front-line staff, designating and supporting a core group of officers to reach higher levels of sign language proficiency, and developing clear Standard Operating Procedures that describe how officers should respond when deaf citizens seek services, including when written communication suffices and when interpreters or additional support are needed. The office should also consider producing simple information materials in sign language, such as short video clips explaining key procedures, and integrating basic indicators of disability-inclusive service into internal supervision and performance appraisal. For future community service and research, it is advisable to involve deaf organisations as co-designers and co-facilitators of training, extend the duration and depth of learning activities, and use more robust evaluation tools that combine pre–post assessment of staff knowledge and attitudes with systematic feedback from deaf users after they access services. Replication and adaptation of similar programmes in other Disdukcapil offices would allow comparison of contexts and help build an evidence base for policy guidelines on disability-inclusive civil registration at regional and national levels.

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