

Description of Teacher Communication Pattern in Inclusive Education for the Children with Special Needs

Putri Nilamsari¹, Nurmayanti Putri², Zulfikar³

Postgraduate Student on Faculty Of Communication, Persada Indonesia University YAI, Jakarta Indonesia

Abstract: *Communication is a basic human activity, because communication is the main basis for obtaining the information needed, in a scope such as schools can not be separated from communication activities. Communication between teachers and students can be a determining factor for the success of learning activities and a good pattern of communication between teachers and students can be a success factor of communication activities. Based on this background, the focus of this research is a children with special needs, inclusive education, communication patterns. There are not a small number of children with special needs through inclusive education. Children with special needs are expected to grow optimally according to their abilities. Inclusive education emphasizes the addition of educational needs for children with special needs, inclusive education believes that all children are entitled to good education services. This research uses the qualitative method with descriptive research methods. The data collection techniques, are obtained through the interviews, observations, and literature studies. The unit of analysis is the informant who is the source of information and considered as a key informant. The unit of analysis is the teacher and homeroom teacher in the inclusive class who are considered as key informants, and as additional informants is the principle and the Indonesian language teacher. So, the total number of informants who will be the source of the data in this research was 3 people. The research locations in Depok 19 Middle School (SMP Negeri 19 Depok) West Java, Indonesia. The results showed that the communication pattern applied by teachers in inclusive education to children with special needs was two-way communication, because of the response given from children with special needs. But there are times when there is one-way communication, there is no response or reciprocity between the teacher and students, children with special needs. But there are times when one-way communication occurs, there is no response or reciprocity between teachers and students (children with special needs). This is also caused by the lack of accompanying teachers who truly understand the needs of children with special needs. Based on this background the description of teacher communication patterns in inclusive education for the children with special needs is formed.*

Keywords: communication patterns, children with special needs, inclusive education

1. Introduction

Communication in education and teaching functions as a transfer of knowledge that encourages intellectual development, the formation of character and skills needed in all areas of life. Communication between teacher and student can be a determining factor for the success of student learning and a good pattern of communication between teacher and student can be one of the factors that greatly determine the success.

To achieve all of that, a media is needed, namely education. Because education allows humans to grow and develop according to their human nature. Education is basically the most basic human right for every human being, including children with special needs. Along with the development of diffable groups in voicing their rights, then the concept of inclusive education emerged.

According to Umesh Sharma, Chris Forlin, Tim Loreman and Earle (2006: 80) inclusive education is the practice of education based on the idea of social justice which advocates the equal opportunity to obtain education for all students in connection with the presence of students with special needs. One of the national agreements that led to the realization of the inclusive education system was the convention on the rights of persons with disabilities and optional protocol which was passed in March 2007. In article 24 of this convention it is stated that each country is obliged to implement an inclusive education system in every level of education.

2. Literature Review

Communication Pattern

The communication patterns are interpreted as the forms or the patterns of relations between two or more people in the process of sending or receiving the right way so that the message in question can be understood. (Djamarah, 2004: 1).

Teacher

An educators or teachers are adults who are responsible for giving help to students in their physical and spiritual development. (Dri Atmaka, 2004: 17).

Inclusive Education

The inclusive education is the educational philosophy that can accommodate all children according to their needs. In the operational level, the education service shifts the segregation pattern towards inclusive patterns, this has logical consequences for the implementation of public school and vocational schools, among others schools must be more open, friendly to children, and not discriminatory (Dedy, 2012: 7).

Children With Special Needs

The term of children with special needs is not a new term, but has been used for years to describe students who have learning difficulties. Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. (Thompson, 2012: 4).

Volume 7 Issue 12, December 2018

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

3. Research Methods

The methodology according to Suriasumantri (in Kriyantono, 2007: 51) is formed from the word "method" namely, the method, technique or procedure, and "logos" which is science. So the methodology is the study of certain procedures or techniques. The research methodology is an assessment of the rules contained in the research method. While the method is a procedure or way of knowing something, which has systematic steps.

The nature of this study uses descriptive research. Descriptive qualitative research is research that is interested in the process, meaning, and understanding gained through words or images. (Patilima, 2007: 57). In this research using several data collection techniques, which is : (i) interview according to Esterberg (in Sugiyono, 2007: 72) interviews are meetings of two people or exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic; (ii) observation according to Kriyantono (2007: 106) observation is the activity of observing directly without a mediator an object to see closely the activities carried out by the object.

According to Marshall (in Sugiyono, 2007: 64) through observation researchers learn about the behavior, and the meaning of the behavior. As we know, interviews and observations are included in the primary data in this research. The primary data is the data obtained from research objects of individuals, groups, and organizations, and obtained directly from the key informants and additional informants; (iii) literature studies carried out by reading books or documents related to this research. Library studies are included in secondary data. Secondary data is data in finished form (available) through publications or information issued by various organizations or companies.

According to Kriyantono (2010: 97) secondary data is the data obtained from secondary sources. Secondary data is obtained from the study of literature, archives, and company documents, photos, diaries, videos, and physical devices related to research. The secondary data serves to complete the primary data, therefore it is necessary to do data selection, do not let the data is not in accordance with the research objectives or out of the context of the subject matter. In this research, competent and relevant the key informants and the additional informants were provided with research on the description of teacher communication patterns in inclusive education for the children with special needs.

The key informant who is believed to be able to open the door to the researchers to enter the object of research. (Sugiyono, 2007: 10). The informant was a person in the research background. The person is used to provide information and information about the research setting. So the person must be have a lot of experience about research background (Moleong, 2007: 90). The process of data collection is divided into four stages according to Moleong (2011: 248), which is: (i) reading / studying data, marking key words and ideas in the data; (ii) learn the key words, try to find themes originating from the data; (iii) write down the model found; (iv) coding that has been done. In this

research, to examine the validity of the data, this study uses Triangulation analysis methods and sources. Triangulation is a technique for checking the validity of data that uses something else. Outside the data for checking or comparing data. (Moleong, 2011: 330).

The time of this research was held on January 4, 2016 until January 30, 2016. The research location was in Depok 19 Middle School (SMP Negeri 19 Depok) at Jl. Leli Raya No 4 Depok Jaya. Pancoran Mas (West Java, Indonesia).

4. Results of Analysis and Discussion

Communication is the process of exchanging thoughts and feelings between the communicator and the communicant, where the communicator conveys his feelings and thoughts then the communicant receives the message with stimuli so that a social contact is formed in the community and has the same meaning. The most effective communication in everyday life is interpersonal communication.

In this research discussed the pattern of teacher communication in inclusive education for children with special needs. Inclusion education is an educational philosophy that can accommodate all children according to their needs. At the operational level the education service shifts the segregation pattern towards inclusion patterns, this has logical consequences for the implementation of education in public schools and vocational schools, including schools must be more open, friendly to children, and not discriminatory (Dedy, 2012: 7).

In the teaching process the teacher conveys learning using interpersonal communication to children with special needs even though the context/background in the class, in conducting interpersonal communication all forms of differences that exist can be united and able to overcome obstacles that arise in the communication process that occurs, so the achievement of equality of meaning it will produce a good relationship between teachers and students so they can create an effective teaching and learning process. Interpersonal communication is a communication process that takes place between two or more people face to face (Cangara, 2004: 31).

The Communication takes place in two directions/reciprocity which can be done in three forms, which is conversation, dialogue and interview. In this research, we will analyze the description of teacher communication patterns in inclusive education for children with special needs in Depok 19 Middle School (SMP Negeri 19 Depok). The form of communication used is a form of interpersonal communication where communication occurs between two people directly and the feedback can be identified.

Children With Special Needs

The term of children with special needs has a very broad scope. In the paradigm of special needs diversity education, children are highly valued. Every child has a different background in cultural life and development, therefore every child is allowed to have special needs and learning barriers that are also different, so that every child needs education

services that are adjusted in line with the learning obstacles and needs of each child.

Children with special needs can be interpreted as a child who needs education tailored to the barriers to learning and the needs of each child individually. From the results of interviews with informants it was concluded that children with special needs are children who deviate from the average child in general, children with special needs have the same rights as other normal children in all aspects of life. Likewise in education, they also have the right to go to school to get teaching and education.

The government provides an opportunity for all children to get education services without seeing any differences in their children, one of them is through inclusive education. The types of children with special needs can be grouped as follows, (i) ADHD (attention deficit hyperactivity disorder) is a disorder of attention concentration with hyperactivity; (ii) social, emotional, and behavioral disorders (social, emotional, and behavioral difficulties-SEBD); (iii) learning disabilities; (iv) bodily abnormalities (Tunadaksa); (v) visual impairment (Blind); (vi) Hearing Loss (Deaf). And finally, autism. The category of children with special needs in Depok 19 Middle School (SMP Negeri 19 Depok) is autism syndrome, moderate mental retardation, and learning difficulties. This study chose to focus more on research on children with special needs who experience autism syndrome, because in Depok 19 Middle School (SMP Negeri 19 Depok) is more dominant or more students with the disorder.

So, it can be concluded that autism is a disorder of nervous system development experienced from birth or toddler, autism disorders in the form of communication disorders, interacting disorders and behavioral disorders. Children who have down syndrome or autism are usually characterized by having their own world, closing themselves out of the outside world and having an excessive level of sensitivity.

Inclusive Education

Inclusive is a system where together all citizens realize the shared responsibility of educating all students so that they develop optimally according to their potential. Inclusion also provides teaching specifically designed in the context of the regular education environment, all students entering the school environment are fully members of the school community, and each other participates in a fair manner to get the opportunity and take responsibility in education in general. (Suparno, 2010: 5).

It can be concluded, that inclusive education is an education where in a place/class does not distinguish between children with special needs and normal children, because in general all children have the right to receive their education without the same. This educational service is held in regular schools. Children with special needs learn together with other normal children in regular classes with the same class and teacher as well.

The results of the research found that inclusive education in Depok 19 Middle School (SMP Negeri 19 Depok) is still relatively new, so there are still many teachers who do not

understand how to cope with children with special needs in inclusive classes, and only a few teachers can convey the learning process to their destination. Inclusive education in Depok 19 Middle School (SMP Negeri 19 Depok) is only entering second year. So, it can be seen that inclusion education at Depok 19 Middle School (SMP Negeri 19 Depok) was held since 2014.

Basically the teachers in Depok 19 Middle School (SMP Negeri 19 Depok) only felt the teaching process with children with special needs, so there was still a lack of understanding on how to overcome children with special needs. Inclusive education in Indonesia is carried out with the aim of creating an education system that respects diversity, is not discriminatory, and is friendly to learning and helps accelerate compulsory basic education learning programs. It can be concluded that the purpose of inclusive education is to provide the best service to children with special needs that all children are equal and deserve to get an education that fits their needs.

Inclusive education is one strategy for efforts to equalize opportunities to obtain education because inclusive education institutions can accommodate all children who have not been reached by other education services. Inclusive education is also a quality improvement strategy because inclusive learning models use varied learning methodologies that can provide access for all children and respect differences.

Communication Pattern

The communication patterns are defined as the forms or the patterns of relations between two or more people in the process of sending or receiving the right way so that the message in question can be understood. (Djamarah, 2004: 1).

From the above understanding, a communication pattern is a form or pattern of relations between two or more people in the process of sending and receiving messages that are associated with two components, namely a picture or plan that includes steps in an activity with components that are an important part a relationship of communication between humans or groups and organizations.

Every institution or company must have a strategy to achieve a goal, plan or activity. Because with the existence of a good communication pattern, all goals and plans can go according to what is expected. So it can be concluded, that the communication pattern used in the inclusive class in children with special needs is interpersonal communication, because basically children with special needs are less able to capture the message conveyed by the teacher in the class despite the reciprocity. Children with special needs in inclusive classes have different characteristics, so teachers need to convey a detailed learning process for children with special needs. And there needs to be an exception or more attention for children with special needs than normal children who are united in the same class.

It can be concluded, that the teaching and learning process in inclusive classes between teachers and normal children and teachers with children with special needs must be

distinguished, the responses obtained in teaching normal children and children with special needs are very different, even though there are children with special needs who understand what the teacher says and some don't understand or are slow to respond.

The purpose given in interpersonal communication for children with special needs in autism disorders is interpersonal communication carried out to achieve goals in the delivery of the learning process. From the results of the interview it was concluded that the purpose of interpersonal communication for children with special needs so that students with special needs for autism can communicate smoothly can express an opinion or desire, because in the delivery of messages or desires students are not easy to express their opinions according to circumstances.

Basically, from a goal, there must be an expectation to be achieved, whether that goal can go according to expectations. Likewise with the hopes to be achieved with the existence of inclusive education in Depok 19 Middle School (SMP Negeri 19 Depok).

Based on the explanation above, it was concluded that Depok 19 Middle School (SMP Negeri 19) organized inclusive education to hope that all children were treated equally, and could create more friendly and open schools. As we can know that schools that carry out inclusive education are schools that are ready to educate students with special needs.

5. Conclusion

A minimal understanding of communication is an important problem in autism. But keep in mind by parents, teachers, or therapists that the most important communication function to do with autistic children is to ask for something, ask attention, reject, make comments, provide information, ask information and express emotions (Peeters, 2004).

However, children who experience autism disorders usually have a higher emotional level than normal children. The following is a brief description of the description of teacher communication patterns in inclusive education for children with special needs: (i) based on the research, the communication pattern used by teachers in inclusive education is interpersonal communication, even though the context/background is in class, in conducting interpersonal communication all forms of differences can be united and able to overcome obstacles that arise in the communication process; (ii) communication patterns applied by teachers in inclusive education in children with special needs are two-way communication, because of the response from the communicant, for example when the teacher asks students, which is children with special needs and some students with special needs answers. But sometimes there is also one-way communication because there are children with special needs who do not respond or reciprocal absence.

The teacher communication patterns for the children with needs is also not supported by the absence of an accompanying teacher. So, communication carried out in inclusive classes includes group communication, because

teacher attention to children with special needs and normal children is the same; (iii) to develop the closeness or relationship that exists between students and teachers requires a sincere compassion in educating children with special needs, because of the emotional importance of children with special needs, especially those with autism disorders more sensitive than children with other special needs.

References

- [1] Afifuddin, Beni Ahmad Saebani. 2009, *Metodologi Penelitian Kualitatif*, Bandung: Pustaka Setia.
- [2] A.K, Mudjito dkk. 2012. *Pendidikan Inklusif*. Jakarta: Badouse Media.
- [3] Bungin, Burhan, 2007. *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, Dan Ilmu Sosial Lainnya*, Edisi pertama, Cetakan ke 2, Jakarta: Kencana.
- [4] Cangara, Hafied. 2004. *Pengantar Ilmu Komunikasi*. Jakarta : Kencana Prenada Media Group.
- [5] Dedi, Rosadi. 2012. *Ekonometrika & Analisis Runtun Waktu Terapan*. Yogyakarta : Andi.
- [6] Djamarah, S.B. 2004. *Pola Komunikasi Orang tua dan Anak dalam Keluarga: sebuah Perspektif Pendidikan Islam. Cet 1*. Jakarta: Rineka Cipta.
- [7] Fiske, John, 2012, *Ilmu Komunikasi*, Depok: PT. Raja Grafindo Persada.
- [8] Mangunsong, Frieda. 2009. *Psikologi dan Pendidikan Anak Berkebutuhan Khusus* Jilid kesatu. Depok: LPSP3 UI.
- [9] Hadis. Abdul, 2006. *Psikologi dalam Pendidikan*. Bandung: CV Alfabeta.
- [10] Hasdianah, 2013. *Autis pada Anak pencegahan, perawatan, dan pengobatan*. Yogyakarta: Muha Medika.
- [11] Kriyantono, Rachmat, 2007. *Teknik Praktis Riset Komunikasi*. Jakarta: Kencana.
- [12] Kuswarno, Engkus, 2008, *Etnografi Komunikasi*, Bandung : Penerbit Widya Pajajaran.
- [13] Moleong, L. J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Rosdakarya.
- [14] Morissan, 2013. *Teori Komunikasi: Individu Hingga Massa*. Jakarta: Kencana Prenada Media Group.
- [15] Mulyana, Deddy. 2008. *Ilmu Komunikasi: Suatu Pengantar*, PT Remaja Rosdakarya, Bandung, 2008.
- [16] Mulyasa, E. 2003. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.
- [17] Patilima, Hamid. 2007. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- [18] Peeters, Theo 2004, *Autisme Hubungan Pengetahuan Teoritis dan Intervensi Pendidikan bagi Penyandang Autis*, Jakarta, Dian Rakyat.
- [19] Rachmadi, Lexy J. Moleong, 2011. *Metode Penelitian Kualitatif (Edisi Revisi)*. Bandung: Remaja Rosda Karya.
- [20] Ruslan, Rosady. 2010. *Manajemen Public Relations & Media Komunikasi*. Jakarta: PT Raja Grafindo Persada.
- [21] Sugiyono. 2007. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.