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TEACHER'S INTERPERSONAL COMMUNICATION SKILL TOWARD STUDENTS WITH SPECIAL NEEDS

¹Muya Barida, ²Dian Ari Widyastuti

Abstract

Regular students are characterized with average ability or above-average ability, while students with special needs refer to those who are below the average (slow learner, students with intellectual disability). The current study is aimed at finding out the difference of elementary school teacher's interpersonal communication skill toward regular students and students categorized as slow learner/ students with intellectual disability. This study proposed a hypothesis stating that there is no difference in teacher's interpersonal communication skill toward regular students and toward students with special needs.

This study employed descriptive survey with descriptive comparative study design. The subject of the study was fifty teachers from 19 elementary schools who were selected through simple random sampling. The collected data were in the form of communication skill obtained from Interpersonal Communication Skill Scale. The data were then analyzed using T-test. The analysis resulted in sig. 0.165 (>0.05), thus it could be concluded that the null hypothesis (H_0) was accepted. In other words, there is no difference in teacher's interpersonal communication skill between regular students and students categorized as slow learner/students with intellectual disability of elementary school in Sukoharjo Regency, Central Java Province.

Keywords: *Interpersonal communication skill, regular students, slow learner, intellectual disability.*

I. Introduction

Education provides every individual capital for obtaining a better standard of living. Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for him/herself, for the community, for the nation, and the State. Act no. 20 of 2003). Based on that definition, the implementation of education holds purposes that are consistent with the state's ideology.

Act no. 20 of 2003 concerning National Education System states that the national education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed

3
at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only god; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. The purpose of education can be seen as an individual's holistic component covering affective, cognitive, and psychomotor aspects. With regard to affective aspects, the students are expected to be a pious and faithful individual, possess noble character, and be a good citizen. In cognitive aspect, they are expected to be a creative, well-educated, and healthy individuals. In psychomotor aspect, they are expected to be autonomous and competent individuals.

The act is in agreement with article 26 of Government Regulation no. 19 of 2005 on National Education Standard stating that the purpose of education in elementary education level is to place the basis of intelligence, personality, noble character, autonomous life skill, and basis to participate in advanced education. The purpose of secondary education is not only to establish the basis but also to enhance intelligence, knowledge, personality, noble character, autonomous life skill, and basis to participate in further education. While the purpose of higher education is to prepare students to be the member of society possessing noble character, knowledge, skill, autonomy, ability to discover, ability to develop, and implement the knowledge, technology, and art that are beneficial for humanity. Based on the purpose of education described above, it could be concluded that every education level holds its own character, in elementary education, it is characterized by the purpose of placing the basis of a competency, secondary education is characterized by the improvement of competency, and higher education is characterized by the preparation of becoming a member of society.

The description above implies that students should achieve the goal that is more complex than elementary, secondary, and higher education. In addition to the level of education, it is also necessary to pay attention to the stream of education. Pidarta (2009) states that in general, there are three educational institutions in Indonesia, (1) Formal education, involving pre-school educational institution, elementary education namely SD (Elementary School) and SMP (Junior High School), secondary education namely SMA (Senior High School) and SMK (Vocational High School), and Higher education Institution. This formal education is oriented on human development; (2) non-formal education and; (3) Informal education involving family and society. Non-formal and informal education is oriented more on affective and psychomotor development, while cognitive development is seen as complementary.

The purpose of education mentioned earlier shows a learning duty the students/ children must achieve. Learning tasks or developmental tasks refer to a set of tasks both biologically (physical maturity), social (norms and hope), and personal (needs and aspiration), that should be accomplished by an individual in a certain phase or periods of life (Havighurst in Steinberg, et al., 2010). Learning task will be able to be optimally achieved when the students go through the level and type of education that suits their developmental stages.

The developmental stage is characterized by the situation of a child's growth in a certain period. Viramitha (2016) explains that growth refers to the increase of size, the number of cells, and intercellular network or the increase of physical size (structure of the body), which is quantitative in nature. While Development refers to the increase of ability of more complex structure and function of the structure of body, which is qualitative in nature. The normality of an individual's growth and development significantly affect the accomplishment of learning task.

The current study focused on the formal elementary education level. For a level that is primarily aimed at placing the basis of competencies, teacher's communication skill becomes a pivotal variable to be developed.

Teacher's communication skill in classroom and school can be one of the triggering factors for students in achieving learning goal more optimally so that the children's growth and development can be guaranteed.

Parents' or teacher' question on whether or not a child is 'normal' can be considered reasonable. A child who is considered "abnormal" here refers to a child with special needs. Children with special needs experience disability which makes them difficult to participate in learning activity. Children with special needs are those with: (1) Intellectual disability, resulting in a development that is slower than average; (2) Linguistic disability, such as difficulties in expressing themselves or understanding other people; (3) physical disability, such as visual impairment, cerebral palsy, or other conditions; (4) Learning difficulty, this makes them experience message distortion due to their senses; and (5) Emotional disability such as anti-social issue or other behavioral problems (Jamaica Association for the Deaf, 2015).

The current study focused toward students with special needs in term of academic ability, referring to students categorized "normal" and students with special needs, a label that is often attached to slow learner or students with intellectual disability.

Some questions that are frequently asked by the parents are related to difference with other healthy children, previous bad experience that may affect, and the factor of risks (Viramitha, 2016). The factor of risk may occur during pregnancy, birth, or after a child born. This risk factor should be the concern of all parties so that they can perform early detection to avoid mistakes in stimulating or intervening children, particularly when the children are those with special needs.

A study in the United States found that 18.5% of American children under 18 years old are students with special needs. It does not mean that they are not intelligent, having potential, or competent. They only have special challenges that are not faced by other regular children. (<http://www.masters-in-special-education.com>). This number shows a significant number of children with special needs in United States of America, and this finding is the government's concern to perform early detection on children with special needs.

Sukbunpant, et al. (2004) depicts that although Thailand does not possess a specified legislation form early detection, the policy of community health is also involved in the Thai government's policy. This can be seen during woman' pregnancy. They should perform a blood test to detect AIDS and other diseases, including other medical examination during pregnancy. When a child is born, a blood test for thyroid hormone is carried out to prevent intellectual disability. When a problem is found, a letter is sent to the parents within seven days. From 0-6 years old, every child should get vaccines to fight against diseases such as poliomyelitis. When a child is born with disability, he/she is referenced to the hospital's early intervention unit in order to minimize the impact of the condition on the child's development.

Children with special needs possess special needs in education. In Europe, it is recently estimated that there are 15 million children with special education needs. (European Commission, 2013). Students with special education often leave school with minimum qualification and mostly are unemployed or economically passive. In addition to this concern, the parents of children with special needs experience a high level of stress. When there is no adequate support, besides the children will suffer from developmental hindrances, their family will also experience a high level of stress. In China, a study has also been conducted. According to the Ministry of Education of the People's Republic of China, at the end of 2010, there are 425.613 students with special needs. (in Huang, 2012).

In Indonesia, according to the data from Ministry of Child Protection and Woman Empowerment, Lalboe (in infopublik, 2015), in Indonesia, there are 532,13 thousand children with special needs, 0.63% of the whole Indonesian children. This number is far from the number the UN assumes which is approximately 10% of all school-age children is in special needs, or 4.2 million children with special needs (Jalanan, in Muhammad, 2013).

Based on the descriptions mentioned earlier, it is necessary to have more serious attempt in assisting children with special needs through a sequence of manner, both preventive, curative, or development so that they do not become unemployed, but become a useful individual in accordance with their ability. Considering that children with special needs need extra and special treatment, When there is a mistake or inappropriate treatment, the expectation of children's success is decreased. According to Tekinarslan & Kucuker (2015), children with special needs possess a bigger feeling of loneliness. They are not capable of socializing with their surroundings. It makes them prefer to live within a small community, for instance, their own family. While in school, they find it difficult to socialize.

Teachers hold a great opportunity to provide benefits through proper communication with children with special need during school time. Communication is one of the media to establish interactions. Communication is the basis of human interaction (Widjaja, 2000). In the same vein, Johnson (1981) states that communication is the foundation of any interpersonal relationship. The effectiveness of interpersonal relation depends on each individual's interpersonal skill, especially communication skill. Accordingly, communication skill is one of the aspects an individual must develop to survive social life.

The description above does not imply that possessing communication skill is enough for teacher to establish an effective learning environment. Teachers should be knowledgeable and possess communication skill to bring a more effective learning process and outcome (Alexander, 2017). Teachers' competence and communication skill affect learning activities in school. Bakic-Tomic (2015) revealed that most teachers do not realize the lack of communication knowledge and ability. They do not possess adequate skill to manage conflicts and negotiation. They do not possess leadership and group communication skill toward students in the classroom.

II. Methods

The current study was categorized as a quantitative study; the approach used in the study was descriptive survey through descriptive comparative study design (Lodico, Spaulding, Voegtler, 2010). This study will draw a picture of the difference in teacher's interpersonal communication toward regular students and students with special needs.

The subject of the study was elementary school students in Sukoharjo Regency, Central Java Province. The subject of the study was selected through simple random sampling (Leedy, & Ormrod, 2005). The researchers selected fifty teachers randomly.

This study employed a Psychological Scale of Interpersonal Communication Skill with 5-point Likert Scale. The Likert scale consisted of five alternative answers namely "SS (Very suitable), S (suitable), AS (Fairly suitable), TS (Unsuitable), and STS (Very Unsuitable). This scale was developed based on Johnson's theory of communication. The aspects of interpersonal communication skill involve: 1) Ability to Understand, 2) Ability to communicate thought and feeling properly, 3) Ability to provide support, and 4) Ability to solve the interpersonal conflict. These four aspects were then described in twenty-four statements.

The data were collected in the form of numerical data on teachers' interpersonal communication skill toward regular students and toward students with special needs (slow learner/ students with intellectual disability). The researchers carried out the survey in the Elementary schools directly by distributing the instrument.

The collected data were then analyzed using Paired Sample T-Test. The researchers utilized SPSS 23.0 For windows to perform the analysis. The average score of teacher's interpersonal communication skill toward regular students was compared to the average score of teacher's interpersonal communication toward students with special needs. If the probability value or significance was above 0.05 ($p > 0.05$), null hypothesis (H_0) was accepted, and if the probability value or significance was below 0.05 ($p < 0.05$), null hypothesis (H_0) was rejected.

III. RESULTS AND DISCUSSION

Results

The result of Validity and Reliability Test of Interpersonal Communication Skill Scale.

The interpersonal communication skill scale was developed with 24 statements from four aspects of interpersonal communication skill. Every aspect is represented by three favorable items and three unfavorable items. Based on the result of validity and reliability test, the result as shown in Table 4.1 was obtained. In table 4.1, it can be seen that the Cronbach alpha value was 0.686. It means that the interpersonal communication skill scale is reliable.

Table 4.1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.686	.721	24

Further, the validity test was performed; the result showed that nine items were invalid (the value of corrected item-total correlation less than 0.3). It could be concluded that there were fifteen valid items to measure teacher's interpersonal communication skill toward regular students and teacher's interpersonal communication skill toward students with special needs.

The Result of Hypothesis Testing

This study proposed a hypothesis stating that there is no difference in teacher's interpersonal communication skill toward regular students and toward students with special needs (H_0). The study was conducted in nineteen SDs (Elementary school) in Sukoharjo Regency with fifty teachers as the respondents. The data obtained from interpersonal communication skill scale were then analyzed using paired sample t-test, the result of the analysis is as shown in table 4.2 Based on the result of the analysis as shown in table 4.2, the value of sig. was 0.165 (> 0.05), thus it could be concluded that the null hypothesis (H_0) was accepted. In other words, there is no difference in teacher's communication skill toward regular students and toward students categorized as a slow learner with intellectual disability.

Table 4.2 The Result of Paired Sample T-Test Analysis

Paired Differences

	Mean	Standard Deviation	Standard Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
				Lower	Upper		
komunikasiterhadap siswa kurang pandai	1,08000	,45423	,77134	2,63007	47007	1,400	,9168

Discussion

The current study indicated no differences regarding teachers' communication skill toward regular students and students with special needs. The result of the study works as evidence that the teachers did not distinguish intelligent students from less intelligent students in term of communication. The teachers have to realize the potential each student possesses. They have to realize that every student holds their strengths and weaknesses. Communication skill emerges as a significant aspect in persuading students to be consistent with teacher's expectation.

DeVito (in Effendy, 2003) explained the types of communication skill, those are intrapersonal communication skill, interpersonal communication skill (communication between two persons), small group communication skill (communication in small group consisting of some people), organizational communication skill (communication in a formal organization), public communication skill (communication between a speaker toward society), intercultural communication skill (communication between two or more persons with different cultural background), mass communication skill (communication directed to public, transmitted through audio, visual, or audio-visual media). One of the types of communication skill DeVito explains is interpersonal communication skill.

Further, DeVito (in Effendy, 2003) argues that interpersonal communication refers to "*the process of sending messages between two people, or among a small group of persons with some effect and some immediate feedback.*" Interpersonal communication refers to the exchange of verbal or non-verbal messages between people, regardless their relationship (Guerrero, Andersen, & Afifi in Liliweri, 2015). In line with it, William F. Glueck (in Widjaja, 2000) defines interpersonal communication as the process of exchange of information and the transfer of understanding between two or more people in a small group of humans. Based on some definitions mentioned above, it could be concluded that interpersonal communication refers to the process of exchange of information between two or more people in a small group aiming at changing and influencing the behavior of message recipient.

A skill possessed by every individual to carry out communication with others in a small group can be referred to as interpersonal communication skill. Mulyana (2004) defines interpersonal communication skill as

face-to-face communication skill among people that allows every its member apprehend other people reaction directly, both in a verbal or non-verbal manner. Thus, it could be concluded that interpersonal communication is an individual's communication skill in delivering or receiving a message to influence the behavior and attitude of the message recipient.

According to Johnson (1989), interpersonal communication consists of basic skills an individual must possess in order to be able to start, develop, and maintain an intimate and productive communication with other people. In detail, the basic skills involve the ability to Understand, ability to communicate thought and feeling properly, ability to provide support, and skill ability to solve interpersonal conflict.

Interpersonal communication holds a number of purposes. The purposes, according to Widjaja (2000: 122), are: 1) to understand self and other people, interpersonal communication provide opportunity to discuss one's self with other people so that there will be a new perspective regarding one's self, and to understand deeper regarding one's self and other people' attitude and behavior; 2) to see the world, through interpersonal communication, an individual is allowed to understand the environment better regarding objects, phenomena, and other people. The information received by any individual comes from interpersonal interaction; 3) to establish and maintain relationship, every individual is created as an individual as well as social creature. Needs for love from other people, and needs not to be hated by others are individuals' need. Accordingly, interpersonal communication carried out by every individual is one of the attempt to create and maintain social relationship with others; 4) To change attitude and behavior, one of the benefits of interpersonal communication is that the message recipient's attitude and behavior may be changed in accordance with the communicator through interpersonal communication; 5) To play and seek entertainment, to tell story to friends related funny accidents, personal story, talking about weekend activity, and other conversations are similar to activities aiming at entertaining; 6) Helping others, through interpersonal communication, we could provide advice and suggestions to our friends who are facing difficulties and trying to solve the problems. Interpersonal communication skill involves the ability to Understand, ability to communicate thought and feeling properly, ability to provide support, and skill ability to solve interpersonal conflict (Johnson,1981).

It is crucial for teachers to understand their students in various conditions. Teachers who are capable of understanding students' condition can provide proper service or learning that meet students' need. In the current study, it was found that teachers are capable of understanding the condition of regular students and students with special needs. It is found that the ability to feel students' condition or empathy bring more significant result on students' success compared to teacher's academic competence (Bozkurt & Ozden, 2010). In addition, ability to understand students' condition or to feel students' feeling (empathy) may contribute to the achievement of teacher's professional role (Yusof & Halim, 2014).

Ability to communicate thought and feeling properly or assertive refers to ability to clearly and honestly express feeling and thought without harming students' feeling (Asrowi and Barida, 2013). Indeed, it is difficult to carry out assertive communication consistently since the teacher should put aggressiveness in the second place and being permissive to the students. An example of aggressive words is " You can't even do that! Idiot". Permissive words are like "do whatever you want, kid" (without providing students a standard to achieve a competence the students actually can achieve) While, the example of assertive words is "good, come on try again, you can do it." Attempts to communicate teacher's feeling and thought to students can be effective for students through proper word choice.

Ability to provide support can be shown in and outside the class, both directly or indirectly. The presence of control, trust, and intimacy in interpersonal relationship between teacher and students outside the classroom setting may enhance interpersonal relationship and greater learning success (Dobransky & Frymier, 2009). The ability to provide support may encourage students to achieve task success in school, home, and society. A student who has not been able to reach a competence standard determined by the teacher can get learning booster when the teacher supports him/her.

Ability to solve interpersonal conflict can be a model for students to follow. For instance, when a teacher finds that the students cannot do their homework. If the teacher is angry and blaming the students, the students can hate the teacher. However, if the teacher is capable of finding a wise solution, for instance, by giving remedial teaching after the regular learning hour, the students may imitate that teacher's behavior to be a wise person, and thus, the learning process can be effective. A study finds that students report that **referential skill, ego-support, and conflict management** emerge as **the** most important factor **of** an effective learning process (Frymier & Houser, 2009).

In general, the teacher's interpersonal communication skill greatly affect students' comfort during learning in the classroom or outside the classroom. Teachers' communication skill is different from one another. It is affected by teacher's competence, students' readiness, and school environmental support, including parents and guardian's support (Nuryani, Hadisiwi, Karimah, 2016). In addition, there are several hindrances faced during communication between teachers and students. These hindrances may affect the communication's effectiveness. These hindrances can be in the form of the teacher who finds it difficult to clearly express what he/she is going to say, a noisy classroom due to external factors, or students who cannot understand the teacher's utterance (Prozesky, 2000).

Based on the description **above,** the teacher's interpersonal communication **in** classroom emerges as **one** of the factors determining the success of the learning process of students with special needs and regular students. A child with a special need is an individual who needs specific needs compared to other 'normal' children. Such a different condition is often called as special. As Havighurst states, a 'normal' condition can be seen from a biological, social, and personal aspect. Efendi (2006) state that children can be categorized as special based on the physical, mental, and social aspect. Physical aspect covers, **visual impairment, hearing impairment, speech impairment,** and **physical impairment.** Mental aspect covers gifted child and mental disability. Social aspect covers conduct disorder. Visual impairment refers to a visual disability that prevent children from seeing the surrounding. Hearing impairment refers to the hearing disability or ear organ so that children completely unable to hear the surrounding sound. Speech impairment refers to the disability of speech organ so that children cannot produce words. Physical disability refers to child' inability to perform the activity due to the absence of one of the moving organs, for instance, hand. Intellectual disability refers to a condition where the mental intelligence is below average. Conduct disorder is a children' inability to adjust social behavior so that they become not adaptive.

Handojo (2003) adds that the mostly found types of children with special needs are infantile autism, **Asperger syndrome, attention deficit (hyperactive) disorder or ADHD,** speech delay, dyslexia, and dyspraxia. Infantile autism refers to a child's disorder resulting that the child is like to have his/her world. Asperger syndrome refers to disorders such as infantile autism, it makes children find it difficult in social interaction, but they are quite good at communicating. Gelfand & Drew states that Asperger syndrome is characterized by severe disorders in social interaction along with the emergence of certain activity and behavioral pattern. AD(H)D refers to disorder

related to overactive motor behavior and concentration disorder. Speech delay refers to children' lateness in producing words. Dyslexia refers to linguistic development disorder. Dyspraxia refers to movement coordination disorder.

Further, Directorate of Special Education and Directorate General of Basic and Secondary Education Management of Department of National Education (in Satrio, 2015) categorize children with special needs into children with visual impairment, hearing impairment, intellectual disability (for example: Down syndrome), mild intellectual disability (IQ = 50-70), moderate intellectual disability (IQ =25-50), severe intellectual disability (IQ below 25), talented (multiple intelligences: language, logic mathematic, visual=spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, natural, spiritual), learning difficulty (a1. Hyperactive, ADD/ADHD/dyslexia, dysgraphia, dyscalculia, dysphasia, dyspraxia), slow learner (IQ=70-90) autism, victim of drug abuse, and indigo. Down syndrome refers to a genetic disorder where the chromosome structure forms trisomy leading to mental retardation (Supraktinya, 1995). IDEA (in Gelfand & Drew, 2003) defines autism as a developmental disorder that significantly affects verbal and non-verbal communication and social interaction. It is generally seen before three years old, which negatively affect academic performance.

It is important for a teacher to possess interpersonal communication skill as their role as an educator, motivator, facilitator, guide, and other roles. In each of their services or learning process, possessing communication skill is a must. A teacher is expected to obtain the purpose of service or learning process optimally through his/her interpersonal communication skill. It is in line with one of the counselor's social personality competence where a counselor should be able to exhibit high-quality performance by communicating effectively, among others.

A teacher should be able to modify the activity and the context that facilitates the development of children with special needs (Biamba, 2016). A teacher should be able to provide a facility that supports children' success in accordance with their special needs. According to Eskay et al. (2012), in order to provide facilitative education for all students, including those with special needs so that they can fully participate in the development of the country,

Based on the description above, it can be said in school, children with special need should be received with open arms, and the teacher should be skilled in establishing communication with the children. Communication brings significant impact to the students. Khan et al. (2017) found that teacher's communication skill plays a significant role in students' learning achievement. Indirectly, the students are encouraged to learn every learning process at school. This is crucial for students with special needs. They will feel that they are accepted in the school and be more encouraged in learning.

Teacher's competence in performing communication, is the main element determining instructional communication in the classroom. Ideally, the teachers should use their conscience in teaching and communicating with students with special needs, as well as carry out humane treatment and regards these children with special needs like their own children. Accordingly, there will be sincerity in teaching so that students with special needs become comfortable, although academically they would not be able to gain the standard wanted by the curriculum. The same thing should also be applied to regular students, although basically there is extra attention to the students with special needs.

Experience in handling students with special need become an asset to provide inclusive education where the communication of learning activity in classroom is a combination of regular students and students with special

needs. Although there is no special competency or facility for students with special needs, the teacher is demanded to establish professional communication with both regular students and students with special needs. A teacher should see students with special needs as an individual who possesses equal rights and position to regular students. In addition, students with special needs should be served and treated equally in spite of their limitedness.

According to the assumption of symbolic interaction theory, an individual forms meaning through communication processes. Interpretive construction is needed among people to create meaning. Even, the purpose of the interaction is to create meaning. Mead also believes that meaning given to a symbol is a product of social interaction describing agreement to apply certain meaning to a certain symbol (in West and Turner, 2009). In the current study, symbols exhibited by students with special needs indicates the meaning agreed by all school elements, especially teacher. A teacher should understand the symbols shown by children with special need to allow communication during the learning process in the classroom. When the student starts to show disruptive behavior such as slamming the table, disturbing his/her friends, and other unique activities, the teacher understand that the student with special needs has been bored in the classroom. The teacher should be attentive to this and attempt to persuade or create a happy situation in class.

On the other hand, the method the teacher employed when delivering material in front of the class is mostly lecturing. Every teacher holds their own way to communicate with students, especially those with special needs. In general, the teacher perform a certain approach to the students with special needs, starting from administrative approach by observing the students' biodata, then understanding the background of the family, previous school, and medical history of the students with special need when they enrolled, or through personal approach when the students with special need starts to enter the school. Such an approach should be done by the teacher, and this has been a procedure that applies before the learning process begin in every academic year. Certain communication with parents of students with special need should be done to obtain information toward students with special needs. This will help teachers in handling students with special need in class.

IV. Conclusion

This study could be concluded that there is no difference in teacher's interpersonal communication skill toward regular students and toward students categorized as slow learner/students with intellectual disability in Sukoharjo, Central Java Regency. In other words, there is no difference in teachers' interpersonal communication skill toward regular students and toward students with special needs.

It was found that the teachers are aware of building communication with students equally, both regular students and students with special needs. Teachers' readiness in coping with an inclusive education program for all students, especially students with special need starts to be perceptible. This readiness will be more optimum when the Government or the Private institution, along with the teachers' assistance, provide professionalization program for teachers in providing service for students with special needs. In addition, it is important for the teacher to improve their communication skill for all students.

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