



# INTERPERSONAL COMMUNICATION PATTERNS OF TEACHERS AUTISM CHILDREN (Quantitative Descriptive Study at Medan Islamic Education Park School)

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## ABSTRACT

*This research is entitled Interpersonal Communication Patterns of Teachers towards Autistic Children (Descriptive Study at Medan Islamic Education Park School). The aim of the research is Interpersonal Communication Patterns for Autistic Children, because Teachers have an important role in the development of autistic children, as well as what approach the Teacher takes during the learning process because Autistic Children are very poor in communicating and interacting with the environment. The theories used in this research are interpersonal communication, teachers towards autistic children, self-disclosure theory. The method used in this research is a descriptive, quantitative method, namely describing or depicting research results systematically, factually and accurately regarding the facts and characteristics of a certain population. This research is to describe or describe the data that has been collected and then analyzed. The population in this study were 25 teachers at the Medan Islamic Education Park school. Data collection was carried out directly in the field (field research), namely by distributing questionnaires and using non-probability sampling techniques using purposive sampling according to Arikunto, by taking 100% of the total population of 25 teachers and to determine respondents the Proportional Stratified Random Sampling technique was used. The research results show that interpersonal communication is very open. All teachers stated that they were open to all autistic children and the good relationships built by teachers with autistic children were also driven by each teacher's personality. This personality can be seen from the teacher's patience when providing teaching materials to autistic children who behave inappropriately in receiving the learning they convey*

Keywords : Communication, Interpersonal communication, autistic children

## ABSTRAK

Penelitian ini berjudul Pola Komunikasi Antarpersonal Guru Terhadap Anak Autis (Studi Deskriptif di Sekolah Taman Pendidikan Islam Medan). Tujuan dari penelitian adalah Pola Komunikasi Antarpribadi terhadap Anak Autis, karena Guru memiliki peranan penting terhadap perkembangan

anak autis, serta secara pendekatan yang bagaimana dilakukan Guru disaat proses pembelajarannya karena Anak Autis tersebut sangat kurang dalam berkomunikasi maupun berinteraksi dengan lingkungan. Teori yang digunakan pada penelitian ini adalah komunikasi komunikasi Antarpribadi, Guru terhadap Anak Autis, Teori Self Disclosure. Metode yang digunakan dalam penelitian ini adalah metode deskriptif, kuantitatif yaitu menggambarkan atau melukiskan hasil penelitian secara sistematis, factual dan akurat mengenai fakta dan sifat populasi tertentu. Penelitian ini bersifat menggambarkan atau mendeskripsikan data yang telah terkumpul kemudian dianalisa. Populasi pada penelitian ini adalah Guru-Guru disekolah Taman Pendidikan Islam Medan berjumlah 25 orang. Pengumpulan data dilakukan langsung di lapangan (field research), yaitu dengan menyebarkan kuesioner dan menggunakan teknik penarikan sample nonprobability sampling dengan cara purposive sampling menurut arikunto, dengan cara mengambil 100% dari jumlah populasi sebanyak 25 Guru dan untuk menentukan responden digunakanlah teknik Propotional Stratified Random Sampling. Hasil Penelitian menunjukkan bahwa komunikasi antarpribadi dengan sangat terbuka. Seluruh Guru menyatakan bahwasannya mereka terbuka kepada siapa saja anak autis dan hubungan baik yang dibangun oleh para guru dengan anak-anak autis juga didorong oleh pribadi masing-masing guru. Kepribadian tersebut dilihat dari kesabaran guru ketika memberikan bahan ajaran kepada anak-anak autis yang berperilaku kurang wajar dalam menerima pembelajaran yang mereka sampaikan.

**Kata Kunci :** Komunikasi, Komunikasi Interpersonal, Anak Autis

## 1. INTRODUCTION

Communication is a basic human activity. Humans can interact with each other in everyday life at home, at work, in markets, in society or wherever humans are. All humans are involved in communication and language activities. Communication will run smoothly and successfully if the process goes well. The communication process occurs through language. According to (Hanafi, 1984:217). The form of language can be in the form of signs, written gestures, pictures and speech. Apart from that, it states that communication has several functions, namely, knowing oneself and others, knowing the outside world, creating and maintaining an environment, playing and seeking entertainment and helping others.

Autistic children's communication and language are very different from most children their age. Autistic children have difficulty understanding both verbal and nonverbal communication. For example, when an autistic child is asked to do a certain task, "Take the Red Ball! Autistic children find it difficult to respond to these tasks because they have difficulty communicating in language, even in sign language or gestures. They have difficulty conveying messages and receiving messages.

Children who suffer from autism appear as if they are shackled by their own minds, because they cannot learn language, or social skills that are needed in their environment. Autistic children in their second year of life usually lose the ability to interact with people in their environment and do not speak or use language, even though many of them have normal intelligence. Autistic sufferers are caused by disease or injury in certain areas of the brain (abnormal brain development), environmental pollution by lead, aluminum and mercury, immunological dysfunction, language disorders during pregnancy and abnormalities of the gastrointestinal (digestive) system, but in general there is no international agreement .

As for the results that I have obtained from the Medan Islamic Education Park School, the number of autistic schools in the city of Medan is 10 schools and there are 50 autistic children, and I am very interested in conducting research at the Islamic Education School because some autistic children are treated very well. and you can also see that the autistic child is very accepted by the teacher and the research location is very objective to research and study in detail and in depth a subject (Autistic Children) at the Medan Islamic Education Park School.

Based on the explanation of the background above, the main problem in this research can be formulated as follows: "What are the Interpersonal Communication Patterns of Teachers towards Autistic Children at the Islamic Education Park Special School Jalan Sisingamaraja Medan."

Based on the problem formulation that has been determined above, the aim of this research is "To determine the pattern of interpersonal communication between teachers towards autistic children at the Islamic Education Park School, Jalan Sisingamaraja, Medan."

From the results of the research, it is hoped that the following benefits can be obtained. Theoretically, this research can contribute to thinking in Communication Science. Academically, it is the main requirement for obtaining a Bachelor's degree for students and can be donated to FISIP UMSU, especially Communication Science, which is useful for enriching research resources. , Practically, this research can be put into practice in the process of teaching children with autism.

## **Theoretical Framework**

The first term (communis) is most often referred to as the word communication, which is the root of similar Latin words. Through communication, people try to define something, including the term communication itself (Mulyana, 2010) In 1976 Frank Dance and Carl Larson collected 126 different definitions of communication. Dance discovered three important conceptual dimensions that underlie definitions of communication. The first dimension is the level of observation, or the degree of abstractness. For example, the definition of communication as "The process of connecting separate parts of the living world to each other."

The second dimension is intentionality, as stated by Gerald R. Miller, communication as "situations that allow a source to transmit a message to a recipient

consciously to influence primary behavior." Meanwhile, the definition ignores the deliberateness of the definition stated by Alec Gode, namely "A process that makes the same for two or more people what was previously a monopoly of one person or a number of people".

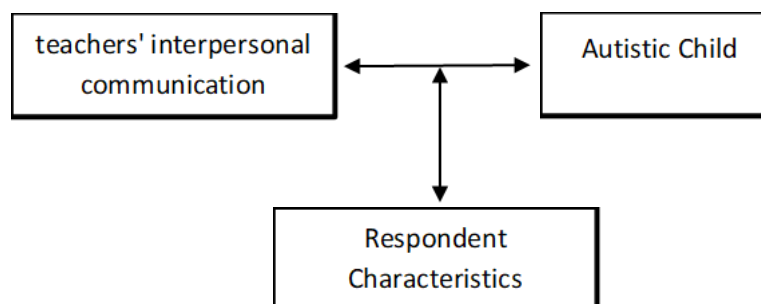
Laswell said that a good way to explain communication is by answering the following question: Who Say What In Which Channel To Whom With What Effect? Laswell's Paradikma (Effendy, 2003: 10) shows that communication includes 5 elements, namely:

1. Who (Who/Source)  
The source/communicator is the main actor/party who has the need to communicate or who initiates the communication, which can be an individual, group, organization, or a country as the communicator.
2. Say What (Message)  
What will be conveyed/communicated to the recipient (communicant), from the source (Communicator) or the content of the information. It is a set of Verbal/Non Verbal symbols that represent messages, values, ideas/intent of the source. There are three components of a message, meaning, symbols and form.
3. In Which Channel (Channel/Media)  
A tool for conveying messages from the communicator (source) to the communicant (recipient) either directly or indirectly.
4. To Whom (for whom/recipient)  
People/groups and organizations in a country that receive messages from a source are also called destination listeners, audience of communicants.
5. With What Effect (effect)  
The impact/effect that occurs on the communicant (recipient) after receiving a message from the source, such as changes in attitude and increased knowledge.

## 2. RESEARCH METHODS

As for the type of research carried out using quantitative descriptive methods, the purpose of quantitative descriptive is: Research by obtaining data in the form of numbers or quantitative data that is numbered.

### A. CONCEPTUAL FRAMEWORK



A concept intended to explain an abstract idea used for research, with the aim of explaining words that may still be abstract in the theory. If a theoretical framework is used to provide a foundation or foundation for the research to be conducted, then the concept is intended to explain the meaning and intent of the theory used, to explain words that may still be abstract in the theory.

#### B. Concept Definition

The concept that will be explained in this research is "Teacher Interpersonal Communication Patterns towards Autistic Children" which is meant:

- a) **Pattern:** The form or pattern of the relationship between two or more people in the process of sending and receiving the right way, so that the message in question can be understood
- b) **Interpersonal Communication:** Communication between Individuals
- c) **Teacher:** a human component in the teaching and learning process, which plays a role in efforts to form potential human resources
- d) **Autistic children:** an understanding that is interested only in their own world or a complex developmental disorder involving communication, social interaction, imagination activities, sensory disorders, play patterns, behavior and emotions

### 1. Theoretical Variables

1. **Patience:** In an effort to provide communication aimed at educating students, a process is needed that is sufficient to influence the teacher's soul and feelings. In this process, an attitude is needed to be able to hold back anger towards problems or obstacles in educating students

2. **Openness:** To achieve effective communication, teachers as communicators are expected to provide a feeling of comfort to their students by being open and always providing advice regarding their students' development.

3. **Creativity:** The ever-changing ways or forms that a teacher uses in providing education to his students so that his students do not get bored.

4. **Supportive Attitude:** A teacher has an obligation to provide support to his students, in order to instill and foster students' self-confidence and skills.

5. **Positive Attitude:** Having a positive attitude will make it easier for a teacher to educate his students, because by being positive, students can feel that they are loved and considered important to other people and their teachers.

6. **Equality:** In order to create effective communication, there needs to be a positive feeling between the communicator and the communicant, meaning that a student can feel that he is appreciated and needed

7. **Communication Frequency:** The intensity of communication carried out by teachers with Auris children on a daily basis, both in the learning process, teaching and daily interactions.

8. **Duration of Communication:** The length of communication that takes place between the Teacher and the Autistic Child.

### 2. Operasional Variabel

1. Acceptance of verbal messages: Autistic Children's satisfaction and ability to receive messages conveyed by the teacher
2. Acceptance of nonverbal messages: Autistic children's satisfaction and ability to respond to nonverbal messages.

### 3. Population and Sample

The population is the entire research object, which can be people, geographical areas, time, organizations, institutions, books, newspapers and magazines. Population is not just the number of objects but includes all the characteristics of the object under study (Kholil, 2006: 68).

The population in this research is teachers at the Islamic Education Park School. Based on data obtained from the Medan Islamic Education Park School Administration section, the total number of teachers working at the school is 25 people.

Sample, namely, a portion or representative of the population studied using certain methods. The population is the entire research subject. If someone wants to research all the elements in the research area, then the research is population research. The study or research is also called population/total sampling (Arikunto, 1998: 117). Considering that the population is less than 100 people, the research took 100% of the entire population as the research sample (total sampling). Thus, the number of samples in this study was 25 people.

## 3. RESULTS AND ANALYSIS

### 1. Data Presentation.

The single table data presentation contains information with numbers and percentages consisting of three parts, namely respondent characteristics and communication roles. And the data presentation process uses a questionnaire distribution system aimed at teachers at the Medan Islamic Education Park School, which will later be filled in by the teacher and the results will be made into a single table. Perencanaan Keputrian

The techniques used to collect data in research are:

Questionnaire or Questionnaire.

The definition of the questionnaire method is a written statement that uses information from respondents in the sense of reports about personal or known things.

#### a. Research Results

That the communication pattern that exists between teachers and autistic children at the Medan Islamic Education Park School has been going well, this can be seen from the openness of communication, the empathetic attitude shown by teachers towards autistic children.

### A. Discussion

From the explanation and description of the role of interpersonal communication, it is clear that interpersonal communication is very necessary as a means of approaching teachers in building positive communication relationships with autistic children. Based on the answers from 25 respondents, it can be seen that the teachers at the Medan Islamic Education Park School are very open and have a great desire to guide and get closer to autistic children, in communicating and interacting with autistic children.

This openness is also an incentive for teachers to learn about creative things such as questions and answers and painting. Even though the communication links built by teachers do not run completely smoothly, the interpersonal communication approach that teachers continue to build is believed to be able to encourage positive communication patterns as well.

The commitment shown by the teachers sacrificing their time and energy to continue guiding autistic children who need guidance and teaching further confirms the existence of an intense communication pattern. Relationships between humans grow and develop to become strong and meaningful, resulting in communication patterns and personal closeness between teachers and autistic children increasingly developing, because communication and relationships are always related. Each teacher has high trust and confidence in communicating and responding to existing communication barriers. These communication barriers include the inappropriate behavior of autistic children.

In the course of communication, each person encounters their own obstacles and this is where each relationship requires effective communication, especially effective interpersonal communication. In order to achieve effective communication, a self-approach is needed, to discuss problems or obstacles that occur in the course of communication activities. From this it can be seen that positive interpersonal communication is able to minimize and eliminate obstacles that often occur between teachers and students in communicating directly. Because in this research it can be seen that interpersonal communication plays an important role in producing more positive and effective communication between teachers and students.

In fact, interpersonal communication is more effective because autistic children are able to become more open individuals and do not appear closed off when conveying their complaints to the teacher. What they communicate to the teacher is for other friends to hear or know. Apart from that, the teachers also appreciate the wishes of autistic children by being open to listening to the complaints expressed by autistic children.

Thus, it can be seen that teachers at the Islamic Education Park School increasingly emphasize the existence of effective communication patterns. Apart from that, empathy is very necessary to know what another person is experiencing at a certain moment from the other person's point of view or perspective, where a person is also able to understand other people's motivations and experiences, their feelings and attitudes, as well as their hopes and desires for the future. Here,

the empathetic attitude shown by a teacher is an incentive for autistic children to be more open in communicating.

From this discussion it is clear that the communication pattern, especially interpersonal communication, that exists between teachers and autistic children at the Medan Islamic Education Park School has been going quite well. This can be seen from the openness of communication, empathy and sympathy shown by the teachers. Communication patterns are also supported by the openness and desire of autistic children to convey any complaints they have. From research it can also be seen that interpersonal communication is very fundamental in building a positive relationship between the people who communicate.

#### 4. CONCLUSION

Based on the descriptions in the previous chapters, this research can be concluded as follows:

Interpersonal Communication at the Medan Islamic Education Park School runs very openly. All teachers stated that they were open to any autistic child who wanted to communicate with them. Apart from that, these teachers also show their support for educating autistic children better, through their willingness to spend time communicating with autistic children. In order to have a good relationship between teachers and students, a good, open and respectful interpersonal communication pattern is also needed. This can be seen from the overall behavior of teachers who do not look at the religion, race or ethnicity of the autistic children they communicate with. This situation also further fosters enthusiasm, understanding and willingness in autistic children at Medan Islamic Education Park School to go through the learning and teaching process.

The good relationships built by teachers with autistic children are also encouraged by the personality of each teacher. This personality can be seen from the patience of the teachers when providing teaching materials to autistic children, because the teachers believe that there are quite a few autistic children who behave inappropriately in receiving the learning they convey. This patience also shows the positive attitude of teachers to educate and maintain warm and open communication with autistic children.

The form of communication carried out by teachers at Taman Pendidikan Islam Medan School with autistic children to make it easier for them to communicate and receive the lesson material they convey is by doing lots of interesting things for the development of autistic children, such as a questioning system answer. Teachers also often provide other lessons, which are thought to increase the creativity of autistic children. This lesson is like a painting lesson, apart from that the teachers also appreciate the achievements obtained by autistic children by giving them gifts. This is also believed to further encourage autistic children to continue learning and achieving.



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