

# COMMUNICATION PATTERNS OF TEACHERS AND AUTISTIC CHILDREN AT THE STAGES OF TEACHING AND LEARNING ACTIVITIES

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Patterns of Communication, Verbal Communication, Schools with Special Needs, Children with Autism</p>	<p>Based on the background of the communication activities that occur are not only carried out with individuals who are physically and mentally normal, but there is also communication carried out with people who have special needs, especially children who have physical and psychological developmental barriers in communicating. In this study the research team wanted to find out how verbal and nonverbal interpersonal communication was built between teachers and autistic children at the stages of teaching and learning activities so that communication patterns emerged. The theory used is social penetration from Irwin Almant and Dalmas Taylor. While the research method uses case study. The informants in this study were teachers, parents of students and students who were considered to be able to represent interviewees as resource persons. The research results obtained from the development of communication relationships that occur between teachers and children with autism through interpersonal communication at the Orientation stage are carried out gradually as an initial interaction between teachers and children with autism to build mutual trust.</p>

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## 1. INTRODUCTION

In the context of interpersonal communication, a communication process is the transfer of information and understanding between two people where each person gives meaning to symbolic messages sent through verbal or non-verbal messages that produce feedback. In the communication process, this is considered important because the process takes place dialogically. Communication that takes place dialogically is always better than unidirectional or monologic communication. Therefore, to understand and complement each other, equal Field Experience and Education are needed. However, not everyone can communicate well because there are several things that make it difficult for someone to communicate. Every human being has different communication abilities, these abilities result from the way they interact with family,

These communication activities are carried out with people or individuals who have limitations, where they have physical and psychological development barriers, making the communication process difficult. Communication obstacles that occur more frequently occur in children, where they require more attention from their family and the surrounding environment. They are called children with special needs (ABK) who in the process of growth or development experience abnormalities or deviations (physical, mental, intellectual, social, emotional) so that they require special treatment. Several forms of developmental obstacles and deviations in children with special needs, as they are often known as blind, deaf, mentally retarded, physically disabled, slow learners, gifted,

Autistic children will usually appear very sensitive or even unresponsive to stimuli from the five senses. Autistic children themselves are very diverse in terms of their abilities, level of intelligence, and even behavior. Some autistic children are aggressive and some are passive. Autism itself is a disorder that falls into the category of special needs and is a complex developmental disorder related to communication, social interaction and imaginative activity. So Autism can be defined as the condition of a person who is unusually preoccupied with himself (Reber, 1985 in Trevarthen et al., 1998)

Communication interactions can be carried out anywhere, because humans live in diverse environments, one of the environments that humans face is the educational or school environment. Apart from formal education schools, there are also schools for people with special needs, namely Special Schools (SLB). Different from formal education levels in general, Special Schools are places that are able to

accommodate and provide education for students who have a level of difficulty in following the learning process. SLB is an educational institution which is an integrated part of the National education system which is specifically organized for students who have a level of difficulty in following the learning process due to physical, emotional and mental social disorders, but who have special intelligence and talent potential.

Special Schools (SLB) are not as numerous as formal schools in general which are spread across many places, but in every big city in Indonesia it is possible that there will be an SLB school such as in the city of Bandung, which organizes SLB for children with special needs whose educational activities are one of the One good one is, Pelita Hafizh Autism Special Needs School (SBK) located at Jl. Kota Baru I No.4 with 38 students from various special needs students consisting of 17 elementary school students, 11 middle school students and 10 high school students with a ratio of 23 children with autism disability levels and the remaining 15 children enrolled into mental retardation.

Some of the advantages of the services and learning provided by SBK Autisme Pelita Hafizh to students are wholeheartedly carried out by professional staff (special education teachers/orthopedagogues (learning difficulties), painting teachers, speech therapy experts, etc.), also in collaboration with dentists with examinations. routine for students and ensure the continuity of learning activities expected by parents so that children with special needs receive appropriate education and learning. This made the research team interested in conducting research at the Pelita Hafiz Foundation SLB as a research object in accordance with the title and focus of the research.

## 2. METHODS

In this research, the method used is a case study. This research focuses intensively on one particular object studying it as a case. The case study method allows the researcher to remain holistic and significant. The research conducted by the research team entitled Communication Patterns of Teachers and Autistic Children in Teaching and Learning Activities at the Pelita Hafizh Autism Special Needs School, Bandung City is a descriptive case study research.

The informants in this research were the teacher as the main informant, students with autism as supporting informants who experienced directly the interaction of how the interpersonal communication process takes place in class and outside the classroom at the Pelita Hafizh Autism Special Needs School, Bandung City. Meanwhile, expert research informants determined that local teachers who had a bachelor's degree in psychology were an element of subjectivity in gathering information. The informants in this research are not subjects who will present their group, so the number of informants is not about whether or not there are many people who can represent a group.

The identification of the research location was determined by the research team at the Pelita Hafizh Autism Special Needs School, Bandung City with various considerations before determining the location of the object to be researched and preliminary observations and research were carried out in the form of preliminary interviews as input for the object to be conducted research.

Data as supporting material for research is needed so that research results are more accurate in accordance with real social phenomena. The data that the research team obtained was clear, in-depth and specific. In this research, an interactive method was used where data collection took the form of observation and interviews. Observation in this case is an approach to observing phenomena and becomes secondary data or supporting research.

Data analysis is carried out to interpret the data that has been collected. The data that has been obtained must be immediately analyzed so that the collected data can be processed and then the results of the research can be found and to make the researcher's work easier where the data obtained is still new and embedded in the researcher's research. There are several techniques in this research that researchers use to analyze data from observations and interviews.

## 3. RESULTS AND DISCUSSION

This is done for all autistic children and the criteria for what kind of child the child is, whether it is a passive autistic child or an aggressive autistic child has not yet been determined. At this orientation, evaluation measures have not been carried out, only general ones in determining a child and determining whether or not the child can enter classroom learning must go through the next stages.

At this stage of the exchange of affective exploration (emotional feelings) the teacher always analyzes more and waits for what reaction or action a child will take when communicating. Here the teacher is still careful in communicating because he starts saying names to attract the attention of autistic children and begins to carry out open interpersonal communication, getting to know their habits and

determining what characteristics the autistic children are like to analyze how they respond when invited to communicate and to determine the level of emotion (affective ability) and determine whether the child falls into the criteria for an active or passive autistic child.

At the stage after the affective assessment, affective exchange enters, where when autistic children feel comfortable with the environment at school and have studied in class, intense interaction begins to occur between teachers and autistic students in learning activities. At this stage you will see the difference between passive autistic children and active autistic children when they receive orders from the teacher, usually passive autistic children will take a long time to respond or answer with simple and similar questions when the questions are given to active autistic children so at this level This expression of emotions and movements made by autistic children varies according to their motor skills. The teacher's role in making each other comfortable must be done so that their emotional stability is maintained.

The final stage of interpersonal communication activities between teachers and autistic children in classroom learning can be said to be a stable communication exchange, meaning that the teacher is able to understand the habits of his students with their daily habits, feelings and behavior are open, affection from the teacher has begun. given in more depth where there has been a little understanding in the communication process although it is still far from the expectations of communication carried out with normal individuals and there is more communication feedback from autistic children at the stable exchange stage compared to at the beginning of the meeting.

Based on communication activities that are built from interactions between teachers and autistic students through interpersonal communication, where initially there are difficulties with each other in interaction, but with gradual closeness with students and the basic capital of good communication starting from the communication process with one or two children or a discussion between teachers, then continued with communication with the students' parents, showing changes in the behavior and cognition of autistic children as expressed by one of the informants from the students' parents.

According to the supporting informant, Mrs. Diana Suyono, as one of the parents of an autistic student, explained that usually her child likes to be alone, now it is reduced and does less painful actions when they are at home, but this is still far from what was expected, but At least there have been changes after attending the Pelita Hafizh Autism Special Needs School.

Several opinions from experts regarding interpersonal communication. According to Joseph A. Devito, interpersonal communication is verbal and nonverbal interaction between two (or sometimes more than two) people who are interdependent. Likewise in communication between teachers and autistic children. Forms of communication consist of verbal communication and non-verbal communication, but here verbal communication is mostly carried out in teaching and learning activities between teachers and autistic children. This is because autistic children find it difficult to concentrate and meet face to face when engaging in communication activities.

Likewise, in this communication activity it will be easier for students to understand verbal messages from the teacher using communication methods that are appropriate to their level of intelligence, so that the teacher can explain the purpose of the communication they convey.

This research explains interpersonal communication activities in terms of Orientation, Affective Exploratory Exchange, Affective Exchange and Stable Exchange between Teachers and autistic children so that communication patterns emerge both verbally, by going through the initial stages of introduction slowly, analyzing and being careful, committed and comfortable. , honesty and intimacy built by teachers towards their students.

In Social Penetration theory the first approach is orientation (uncovering little by little the stages of interaction). Communication between teachers and autistic children is carried out by approaching interpersonal communication as the initial stage of interaction between them, simple questions that are easily answered by autistic children. Communication starts from teacher to child in a one-way verbal manner. In this initial stage (Piaget's program), proactive communication is always carried out by teachers with students, because autistic children do not focus on communicating, and their way of thinking is limited. In this early stage, teachers only do general things and have not evaluated and understood what autistic children do.

carry out an in-depth analysis of the behavior of autistic students who have just joined the school, to see what their previous habits were like, what they do at home so that it becomes the attention of the teachers so that the approach taken is adjusted to the child's previous habits so that the child feels comfortable and is not too surprised by new environment. In the next action,

instructions begin to be delivered by teachers to students to get responses and feedback from them. If the instructions desired by the teacher get good feedback, showing progress in the relationship from non-intimate to intimate, it is possible for the child to be able to follow class program. The level of determining what feedback is considered good depends on the agreement of all the teachers who handle them.

In the next stage, the exchange of affective exploration (emotions and feelings), the emergence of self, a person must be careful in expressing himself to each other, meaning that the teacher maintains his dignity as an educator because at this stage the teacher introduces himself and must be careful in telling who he is. He actually told the students so that autistic children would not feel afraid and could accept the teacher as someone who could communicate with them, because their emotions were unstable. At this stage, it is also to determine whether autistic children's behavior is passive or active based on their affective or emotional level and feelings, as well as responses to communication, when asked about the same situation and in repeated situations.

In affective exchange (commitment and comfort), interpersonal communication between teachers and students (with autism) is more free and relaxed, but instructions are still carried out in a comprehensive or repetitive manner so that autistic children understand what the instructions are given by the teachers. Communication activities are carried out spontaneously by looking at autistic children's communication responses, whether they are fast or slow and their actions are right or wrong, evaluated so that autistic children do not make mistakes in carrying out their activities. At this stage it is evaluated to see the large and appropriate benefits from the previous stage of learning. At this stage there is a commitment between teachers and autistic children to make each other comfortable.

In the final stage of the stable exchange, the communication between the teacher and the autistic child that has previously been established becomes a commitment to the teacher's honesty so that the autistic child becomes confident in the teacher so that they become more open because they already know each other, where there is more interpersonal communication, giving rise to a close relationship, making the child autistic children are a little more relaxed so that their talents finally come out, including in class learning, the ability to paint, make crafts, sports etc. so that teachers can direct their abilities even though in action they are still slow, because their mental IQ is below normal humans in general. The communication pattern that occurs is one-way, the responses that appear are nonverbal.

#### 4. CONCLUSION

The ongoing stages of activities before and during teaching and learning at Autism Special Needs Schools are activities that usually occur in the world of education. Educational places are a place for autistic children to get good learning for them. Teachers are individuals who make a difference for children with special needs who are proud. Interpersonal Communication Patterns are part of the formation of individuals in the process of interaction through verbal and nonverbal communication. Social Penetration Theory raises approaches at the stages: Orientation, Affective exploratory exchange, Affective exchange and Stable exchange, resulting in several conclusions: Orientation: As an initial step in the process of understanding autistic children with communication activities in building interactions between teachers and autistic children through interpersonal communication where the teacher is a communicator facilitator who tries to build communication with autistic children so that they feel comfortable and want to interact. Affective Probing Exchange: As an exchange of communication between teachers and autistic children in introducing themselves through careful stages so that autistic children will accept it and not feel afraid and comfortable because autistic children are emotionally unstable. Affective Exchange: Commitment and comfort in communicating between teachers and autistic children makes autistic children feel more open even though communication is carried out repeatedly by teachers to autistic children. Stable exchanges: Stable exchanges between teachers and autistic children are more open and they already know each other, where intense interpersonal communication occurs, so that their talents ultimately come out, including in classroom learning, the ability to accept.

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