Interpersonal Comunication Model of Teacher in Development Self Relliance of Deaf Students Outside School of the Pembina Aceh Tamiang

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ABSTRACT

Background. The learning process at the State School of Builders located in Aceh Tamiang, interpersonal communication is more intense between teachers and students, because one of the learning methods for students with special needs is individualised learning.

Purpose. This research aims to analyze how the teacher's interpersonal communication model develops self relliance for junior high school deaf students at the Pembina Aceh Tamiang State Special School.Not only that, what communication barriers occur and efforts to overcome these communication barriers. Researchers use the interpersonal communication model and symbolic interaction theory from George Herbert Mead.

Method. This research uses descriptive research methods with a qualitative approach, with research subjects consisting of 4 middle school level teachers who are deaf. Data collection techniques were semi-structured interviews, passive participant observation, and documentation. Data analysis uses Miles, Huberman and Saldana theoretical techniques, namely data collection, data condensation, data presentation, and conclusion drawing/verification. The data validity technique that researchers use is source triangulation.

Results. The results showed that the teacher's interpersonal communication model in developing students' self reliance at the Aceh Taming Pembina State Special School uses non-verbal and verbal communication. However, teachers often use non-verbal communication because of students' limitations in hearing, making teachers and deaf students when interacting more dominantly use non-verbal communication. The effectiveness of teachers' interpersonal communication with deaf students can be seen through 4 aspects, namely openness, empathy, supportive attitude, and positive attitude. There are 4 factors inhibiting teachers' interpersonal communication with deaf students in improving the independence attitude of deaf students, namely: physical interference, physiological interference, psychological interference, and semantic interference.

Conclusion. The conclusion of this research is that the teacher's interpersonal communication model in developing student independence at the Tamiang Aceh Pembina State Special School uses non-verbal and verbal forms of communication. The meaning of verbal communication for tunagrahita is a sentence or utterance spoken from the mouth, or called a mouth mimic, while the nonverbal communication they use is called sign language or symbol language.

KEYWORDS

Interpersonal Communication Model, Symbolic Interactionism Theory, Teachers and Deaf Students

INTRODUCTION

Communication is considered important because humans are social beings. Noise can impede the effectiveness of communication and often occurs in

children with special needs. Hearing impairment, which can affect speech and language abilities. Based on the rate of hearing loss, deafness can be divided into hearing impaired, deaved, and total deaf. According to Melinda (2013), there are three limitations in grouping noises based on how far a person can use the remaining hearing with or without the aid of a hearing aid, i.e. Lack of hearing, deaf (deaf), and total deafness (totally deaf). Communication has a key role in the learning process (Aldweesh dkk., 2020).

Effective interpersonal communication is necessary in the learning of children with special needs. The teacher is the source of communication and the disciple is the recipient of information, and to all these can be done well when there is a good communication (Kanimozhiselvi & Santhiya, 2021).

Learning requires effective communication, both in the learning of normal students and those with special needs (Cambria dkk., 2020). The most effective communication strategy for a child with special needs is with interpersonal or inter-personal communication. One way to give insight in improving interpersonal communication skills of children with special needs (Quinn dkk., 2023). Interpersonal communication itself has the purpose of arranging relationships over and over in the formation of self-concept and the development of good personality. Interpersonal communication is intended as a process of learning, building relationships, to influence, to play and also to help (Simmons dkk., 2021).

The law guarantees the right of persons with disabilities to access to inclusive education, which is governed by various laws, including Article 54 of the Human Rights Act No. 39 of 1999.

Independence involves the ability to manage, manage time, think independently, take risks, and solve problems. The environment and companionship of the people around them play an important role in the formation of the independence of children with special needs. There are three types of independence: emotional independence, behavioral independence and value independence (Tilloy dkk., 2019).

The reason the researchers chose interpersonal communication is because in the SLB there is a program called PPI (Program Pembelajaran Individual). PPI is an attempt to develop the abilities of children with special needs that are heterogeneous, both in terms of gender and abilities. Through this individualized learning program, children with special needs can be served optimally. With this Individual Learning Program, it's also very possible for teachers to use interpersonal communication in interacting with ABK students, especially the kid.

One of the Extraordinary Schools (SLB) for pupils is the State School of Builders located in Aceh Tamiang. In the learning process of teaching in SLB, the interpersonal (interpersonal) communication is more intense between the teacher and the students, because one of the teaching methods of students with special needs is learning individually per individual. The State Builder's School of Excellence is the only school of excellence in Aceh Tamiang. The school consists of TKLB, SDLB, SMPLB and SMALB.

It can be seen from the various social media of this school, such as on the YouTube and Instagram accounts of the Tamiang Aceh State Builder Extraordinary School. Tamiang State Builder's Extraordinary School of Aceh is the only SLB in the region. Intensive interpersonal communication occurs in SLB, especially in teaching students with special needs.

SM-LB was chosen as the research locus because children with special needs began to find self-esteem in the adolescent phase. The interpersonal communication model is expected to build a self-confidence and independence attitude in the students. Communication processes, especially in learning, can be misunderstood by both teachers and students. Obstacles to communication include language that cannot be fully understood by a foolish child.

Improving skills, especially for children with special needs, definitely requires process. It takes practice and patience in teaching ABK, especially the students of the fools. Teachers must also have the expertise to reduce noise, during the learning process and increase independence.

Nevertheless, in the process of communicating, especially in terms of learning, there must be barriers. Both from the teacher and the student, there are times when there is a misunderstanding about the meaning of the conversation. Not only that, sometimes in building the independence of a child with special needs, the teacher must have a barrier in communicating, because not all languages can be understood by a foolish child.

A paradigm of research is a framework of thought used by researchers in viewing the reality of a problem and also the theory or science. Research paradigm is a set of beliefs and also common agreement between one scientist and other scientists about how a problem should be dealt with and also understood. The paradigm in this research uses the paradigm of constructivism (Bogna dkk., 2020). The communication model shapes the communication perspective by delineating communications that are so complex into simpler ones without removing the components in them (Gross dkk., 2019).

Interpersonal communication is a close and personal collaboration between at least two individuals, in which the sender can convey the message in a smooth manner and the recipient can also receive and react smoothl (Qudah & Luetsch, 2019). Symbolic interaction exists because of the basic ideas in shaping the meaning that comes from the human mind, about the self, and its relationship in the middle of social interaction, and the ultimate aim is to mediate, as well as appreciate the meaning in the midst of society (Kim & López Sintas, 2021).

Interference in communication can also be called interference, noise, or filter. According to Dimbebley and Burton, the word filter is more accurate. They say that it's very rare that communications are really blocked to the point where the message can't be delivered at all. Obstruction is any unwanted additional stimulus that can interfere with the speed of the message delivered (Hayati, 2020).

RESEARCH METHODOLOGY

This research uses descriptive research methods with a qualitative approach. Qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, interrelationship of activities (Wensley dkk., 2020). Furthermore, descriptive research does not provide treatment, manipulation or alteration to the variables studied, but rather describes a condition as it is. The only treatment given is the research itself, done through observations, interviews, and documentation.

The aspects of the study were carried out to obtain explanation of the focus of the problems that have been identified in this study, namely, the role of interpersonal communication of teachers

in developing the independence of pupils, communication barriers experienced by teachers as well as efforts in overcoming the communication obstacles in improving the autonomy of the pupils of the secondary level in Aceh Tamiang State Building B.L.B.

Moleong, 2010 describes research subjects as informants, which means people who are used to provide information about the situation and conditions of the research site (Teichmann & Wittmann, 2023). In accordance with this definition, Bungin, 2015 mentions the term informant is an individual who will be interviewed and asked for information by the interviewer because it is judged to have an understanding of data, information and facts about a research object (Hay dkk., 2021). The selection of informants in this study is based on a number of criteria already defined by researchers, commonly called Purposive Sampling.

Where the informants in this study are: 1. Senior Senior High School Students at the High School School in the State of Aceh Tamiang. 2. Teacher Religion and High School Sports Subjects at the State School in Aceh Tomiang. The reason for the selection of the classmaster and the subject teacher as the researcher's key informant, because the teacher who is often interacting with the student whisper is the Classmaster and subject teacher.

Objects on this study are focused only on the SLB State Builder high school level. Data collection technique is a very important thing in a research and is used to conclude the data to be studied. The data is analyzed using several steps according to the Miles, Huberman and Saldana (2014) theory, namely analysis of data in three steps: data condensation, data display, and drawing and verification of conclusions. This will be applied as follows: 1. Data collection 2. Data condensation 3. Data presentation 4. Conclusion/Verification.

Norman K. Denkin, quoted by Mudjia Rahardjo (2012) defines triangulation as a combination or combination of different methods used to study interrelated phenomena from different perspectives and points of view (Susanto dkk., 2023).

RESULT AND DISCUSSION
Analysis of the Interpersonal Communication Process of Teachers in developing the independence of pupils in Tamiang

The interpersonal communication between teachers and students in Tamiang Aceh State Builder's Hospital takes place in two main forms, namely non-verbal and verbal communication. Sign language, facial expressions, and body gestures are forms of non-verbal communication that are commonly used. Teachers, like Mother Fauziah and Mother Hasanah, use sign language in their interaction with stupid students. The interpretation of words through mouth movements is also included in verbal communication that helps the delivery of messages. When explaining the learning material, the teacher uses sign language and speech through the mouth.

The application of the Individual Learning Program (PPI) becomes one of the methods in interpersonal communication with the student. In PPI, teachers like Mother Fauziah and Mr. Tito give explanation and guidance individually to students. Sign language is an important component of interpersonal communication with the student. Teachers use sign language to guide, explain, and facilitate learning. The process of interpersonal communication becomes crucial in providing effective learning to the student. Non-verbal communication becomes the primary tool in conveying the message clearly.

Teachers are actively involved in providing explanation, guidance, and ensuring the students' understanding of the noise. Interpersonal communication is the key to ensuring that each student is able to follow the learning properly. Through PPI, teachers can give more attention to each student, facilitating greater understanding of the material. Interpersonal communication, both non-verbal and verbal, according to the needs of the Individual Learning Program (PPI) in students. The use of sign language and speech helps create an inclusive and effective learning environment.

Effectiveness of Interpersonal Communication of Teachers with Students of Tunarungu SMP-LB

The teacher is open to the complaints, difficulties, and problems of the student, creating an environment that supports effective communication. A gradual approach was taken to give comfort to the students, creating better relationships in communication.

Teachers support students' interests and creativity by displaying their work on the classroom walls. The positive attitude of the teacher, as shown by Mother Fauziah, motivates the student to learn through play. The use of games as a learning method creates a pleasant environment, reduces learning barriers, and increases student participation (Haleem dkk., 2022).

There is equality in communication, despite the differences between individuals. Effective interpersonal communication requires an attitude of mutual respect and treating each student equally (Salakay & Nahuway, 2022). Teachers pay tribute to students' creativity, such as the delivery of prizes in the framework of Loma 17 Augustus. This award builds students' confidence and gives a positive impetus to their participation in various activities.

The learning process prioritizes the development of student independence, with a focus on individual talents, interests, and potential. The teacher's supportive and positive attitude creates an environment that motivates students to advance independently. Building positive relationships between teachers and students helps overcome barriers to communication (Flint dkk., 2019). Creating trust and comfort is the key to building effective relationships. Using special strategies in educating students with special needs, such as giving more attention and motivation, helps students in understanding and remembering the material.

The school's vision is to optimize the students' talents and interests according to what they have, supporting the goal of inclusive education. The learning strategies are designed to have a positive impact on the students, preparing them to interact in society with confidence. Positive communication between teachers and students can also be applied in interaction with students' parents. Parental involvement is an important factor in supporting the overall development of students (Putri dkk., 2020).

Independence seen in the students of Tunarungu SMP-LB State Builder Aceh Tamiang

Teachers, like Mother Fauziah and Mother Hasanah, acknowledge the emotional independence of stable students, even better than some non-students. The process of slow guidance and full-hearted teaching by the teacher, like Mother Fauziah, makes the student more obedient and willing to follow instructions. Gotong-royong activities and the creation of workshops with teachers involve students in the day-to-day activities.

Self-reliance Values Students are easily reminded of the values of good and bad. Teachers, like Mother Fauziah, pay attention to the application of good values, building an understanding of the positive and the negative.

Contribution to Independence Students in Tamiang have the ability to recognize themselves and become successful students. School support and teachers help students overcome their initial shame and fears, so that they become brave and able to participate in various activities and races.

Analysis of communication barriers Physical barriers The difficulty of understanding a classmate's speech can be a physical obstacle. Physiological impediments Hearing disorders and the ill-hearing condition of students are physiological barriers for teachers. Some students still feel embarrassed to speak, despite having less obvious speaking ability. Semantic barriers Differences in meaning and understanding between teachers and students, mainly related to hearing impairment.

Teachers and schools strive to understand the changes, attitudes, and responsibilities of foolish students to support their independence. Appreciation for the achievements of fools becomes a positive incentive for them to attend school and contribute to the common good. The attitude of teachers and school teachers such as Mother Fauziah and Mother Hasanah supported and understood the limitations of the students.

The focus on the development of student independence involves strategies and specialized support in the learning process. Inclusive Activities Students are active in various activities, such as races and gotong-royong activities, creating an inclusive environment. Full support and participation in these activities helps students feel accepted and encouraged to accomplish. Communication barriers as a joint challenge, Communication barriers are recognised by teachers as part of a joint challenge in developing the independence of students. Understanding and dealing with such barriers is the key to creating an effective learning environment.

Analysis of the efforts made by teachers in overcoming communication barriers that occurred in developing the independence of pupils in Tamiang.

The efforts of teachers and schools in developing the independence of the students of Tunarungu Application of the Aspects of Openness, Empathy, Supportive Attitudes, and Positive Attitudes Teachers apply these principles in interpersonal communication with students to develop their independence. Focus on positive exchanges, support students' emotional needs, and create an inclusive environment.

Participation in the Teacher Race and Competition supports the talents and interests of students through competitions such as LKS-PDBK, FL2SN, and others. Through participation in these activities, students can develop their confidence and independence.

The involvement of the assessment party in the school helps reduce the communication barriers between teachers and students. Assessments can provide information about student progress and help in formulating appropriate approaches.

Use of Verbal Language and Signals: The Importance of Languages in Communication: Teachers use verbal language and signals to initiate and facilitate communication with students. Examples and early questions in learning help build understanding. Social Interaction in Student Identity Communication helps in shaping student identity through social interaction with teachers

and fellow students. Questions and responses in the class create positive interaction and strengthen the relationship between students.

The role of Symbolic Interactionism The theory of symbolic interactionism explains the importance of the exchange of symbols given meaning to create understanding. Communication helps in building a student's mind, self, and society.

Analysis of Interpersonal Communication Models of Teachers in developing the independence of students in Tamiang.

Teacher's Interpersonal Communication Model: Mother Fauziah, S.E., S.Pd, Gr. Using ideas and creativity in learning, including the use of outdoor areas and games as learning strategies. Support students' creativity by giving appreciation to the students' work displayed on the classroom walls.

Ms. Hasanah S.Pd guides pupils in various racing activities inside and outside the school. Engaged in training and guidance of pupils to participate in races, such as the Special Needs Students Competence Competition (LKS-PDBK) and angklung exercises.

Mr. Asyura, S.Pd Taught subjects of Islamic religious education with a special approach, including the teaching of hijaiyah signals. To guide students in the implementation of the Dhuha Sholat, to provide religious aspects in the development of independence.

Mr. Tito Priyono, S.Pd Applying adaptive learning to physical education subjects, focusing on practice with an audiovisual and sign language approach. Using examples and practices that students can access through YouTube videos.

Interpersonal Communication Models that Build the Independence of Students Tunarungu Forms Non-verbal and verbal interpersonal communication Teachers use verbal language and signals to facilitate communication with students. Using body language, facial mimics, and physical movements are important components of interpersonal interaction.

Teachers apply openness, empathy, supportive attitudes, and positive attitudes to create effective communication.The teacher plays a role in developing the autonomy of the student, involving emotional aspects, behavior, and values. Guidance and attachment in racing activities, religious learning, and sports help the student develop their autonomy.

Through communication and training, teachers help students feel accepted and motivated to participate in social activities. Ease of Access through Visual Media Using YouTube videos and visual media helps students understand the learning material. This strategy accommodates the needs of students in access and understanding the material.

CONCLUSION

The interpersonal communication model of teachers in developing the independence of students in the Aceh State Builder Tamiang SLB, using non-verbal and verbal forms of communication. In this case, the more commonly used use of communication is sign language or non-verbal communication due to the student's limitations in terms of hearing makes teachers and students muzzle when interacting more predominantly using nonverbal communications. Non-

verbal language is one of the forms of substitution for verbal sentences like speech that is less clear in the process of communication. The meaning of verbal communication for the foolish is a sentence or speech spoken from the mouth, or called a mouth mimic, while the nonverbal communication they use is called a sign language or symbolic language. Like the movements of hands, bodies, and facial expressions as well as eye contact in the process of their communication.

The interpersonal communication between the teacher and the student goes well and can be seen through four aspects: openness, empathy, a supportive attitude, and a positive attitude. Thus, the theory of symbolic interactionism emphasizes the importance of using verbal and non-verbal communication in facilitating social interaction between teacher and student and helping the student to understand and express their thoughts and feelings.

Inhibitory factors in interpersonal communication between teachers and students in improving the attitude of independence consists of: Physical impediments, physiological barriers, psychological impediments and semantic barriers. The most common impediment factor experienced by teachers in applying interpersonal communication in developing the independence of students is the understanding of language and the occurrence of misinterpretation between teacher and students when communicating.

The efforts made by teachers and the school party in developing the independence of pupils of secondary school tunarungu in SLB State Builder Aceh Tamiang are: Through openness, empathy, supporting attitude, and also positive attitude. These four aspects are the most important things that teachers apply in conducting interpersonal communication with students in developing their independence. Through the racing events followed by the students, the teacher has a role in supporting the talent and interest of the students through the assessment that is available in the school. Applying learning that is not too focused on values, but also how students feel not too burdened. And there's a group of students in every class, because every kid's IQ is different. So in the process of learning, students are given material that matches their abilities.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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