

# Form of Teacher Communication in Handling Students with Special Needs in Madrasah

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**Abstract**—Communication is a basic human activity. By communicating, human can interact to each other. No one has never involved in communication. The importance of communication for as human being cannot be denied. In the world of education, the on going communication will, of course, be related to values and encouraged changes. Because communication is carried out based on aiming the values as well as realizing. Students with Special Needs are those who need special treatment related to their case. Since students with special needs are different from the typical ones, education and teaching have to be strongly related to their needs. That is the reason why special education is taking part of it. In the communication process, message is one of the important component. The content of the message communicating is one of the main components of human communication as well as the messages communicating in educational communication, especially for *Madrasahs (primary school)* that have students with special needs. Besides the educational communication, the delivery is also play an important role. In the process of communication, in addition to the delivery of learning material, it is important to communicate by including: (1) teacher's positive expectations as a major impact on student achievement. The teacher's positive expectations of students' behaviors and attitudes that support the achievement of learning objectives. (2) The goals and results of learning are the heart of the learning process. The purpose of giving direction on what will be learned. It is also the basic foundation of the learning plan as expected. (3) Feedback and Evaluation, which are the most important components in education that aim to improve or to find out the success of communication that the writers do in the learning process. From the 4 *madrasahs* in Bogor, researchers found two forms of teacher communication in dealing students with special needs, namely; interpersonal communication, when the teacher give explanations to the typical students, he allocate part of his time to give attention, guidance and teaching to children with this *special* students; and group communication where the teacher as a communicator delivers his message in the form of knowledge or subjects to students in group, but it is also possible if they use interpersonal communication at certain times, especially if they are dealing with other members who need special treatment and attention.

**Keywords:** *forms of communication for teachers, students with special needs , Madrasah*

## I. INTRODUCTION

Communication among human being will always take place in certain setting and environment. Human will never be separated from their setting and environment. As an example, human communication take place in a particular cultural environment, because human being will always be a part of that culture, whether it is personal or social background.

In the context of educational communication, currently the background and communication environment can be mentioned to be background and competitive environment. Since the messages conveyed through educational communication in the family, community and educational institutions tend to compete with the messages conveyed in the world of politic, economic and mass media, what is taught through education must compete with the reality displayed in mass media, especially television. [1]

How important is communication in human life? This can be seen from the results of the study state that the presentation of time used in the communication process is very large, ranging from 75% to 90% of the total time of other activities. The time used in the communication process is 5% for writing, 10% for reading, 35% for speaking, and 50% for listening . It proves how vital communication is in human social life. In other words, communication has become the 'heart' of our lives. Communication has become part of our daily activities. It is rarely realized that in principle no one can release himself from communication activities.

Therefore, communication plays a very important role related to the formation of society. In this phenomenon, humans engage in communication activities through social life, so that humans can be close together in a community. As Tannen said that we need to be close together to feel in a community and not feel alone in the world. [2]

Communication as a process of delivering messages (in the form of symbols, sounds, images, etc.) from a source to the target (audience), listener or communicant. What is conveyed by the person who is speaking is referred to as the message, while the

words conveyed through the air are referred to as channel. [3]

In the dynamics of communication among individuals, certainly the diversity of individual conditions can be a contribution to the effectiveness of communication. The absolute requirement for effective communication, among others, is the condition of the communicant and the communicator who fulfils perfection in his receptors (senses) to determine the running of good communication. However, the problem is that not all individuals have perfection in physical and psychological aspects. In children who have limited communication skills due to psychological and physical development barriers certainly cause different styles of communication for them.

As individuals, the condition of children with special needs to be treated the same as their rights to actualize themselves. International recognition of the existence of these rights has been manifested in the form of the Geneva Declaration of 1989. There are 193 countries in the world, including Indonesia, signed the Convention on the Rights of the Child (CRC). Some of the main principles of CRC as reported by Kompasiana are (1) Principle of Non-Discrimination on children with races, certain religious groups. This principle also applies to children of a certain race, ethnicity and religion, which also applies to children with disabilities and special needs (2) The best principles for children, (3) Principles of the right to life, continuity and development, (4) Principle of appreciation for children's opinions. In the declaration it is clearly stated that children have rights, including children with special needs. Children with disabilities or Children with Special Needs (ABK) are now starting to get equality in the community, marked by the presence of several schools that are willing to accept them as students.(Edukasi.kompasiana.com).

The form of support for the crew is not only focused on the children, but also on creating a conducive environment. It is the community that must now be educated about what and how to treat children with special needs around us. When we get closer and friendly with ABK, positive emotions must be given to them as a form of our concern for their development. They also have a future and expectations like everyone else.

In Indonesia, so far the government's efforts to provide interventions to their development services and education are most often found in the existence of Special Schools (SLB). Even the last eight years of inclusive education has become an alternative solution to realizing education for all. The inclusive school is a regular school that accepts ABK students and provides an education service system that is tailored for regular and ABK children. Inclusion schools started receiving a lot of ABK at certain

levels such as autism and Down syndrome, while Children with Special Needs in the form of blind, deaf, intellectual disability, disabled, and many still attend Special Schools (SLB) because they have more complete and appropriate supporting equipment. [4]

Not all children with Special Needs have the same character in their aspects of development. This diversity of variants that occur in barriers or disturbances in the development of their communication is what we must understand in order to become a platform for parents, teachers and those who live around them in interacting with them, so that they get the opportunity and appropriate treatment from their environment as accepted by normal individuals. Therefore, it is interesting to examine the Form of Teacher Communication in Dealing with Children with Special Needs in Madrasas, as one of the institutions committed to supporting inclusion madrasa programs in the Ministry of Religion.

- *Literature Review*

The results of previous studies are considered relevant to the research to be carried out, namely those related to Students with Special Needs. Research on Students with Special Needs has been done by several groups, but not focused on educational communication. Several studies of Students with Special Needs have been carried out, namely by:

- a) Fred Davis (1972) with the research title "The Family of the Polio Child: Some Problems of Identity", focusing on questions about how children see themselves with disabilities? How do your family and others look at? Are there different forms of perception that will be expressed? If so, what are the trends, functions and practical implications? Davis's research was carried out on 9 families with disabilities. The issue that occurs is the consideration of the problem of the identity of the person with disabilities, one must look at the situation through one's culture and perspective. Through his research, Davis concludes several issues of self-identity and self-assessment of sick children and their families. The similarity of research conducted by Davis with research conducted by researchers, which are both using qualitative research types, but different on the subject under study. If Davis examines the identity of people who are considered stigmatized, researchers look at how Children with Special Needs is treated by educators in madrasas.
- b) DyahSekaringsih (2008) with the title "The Role of Training (Mother's Function in Exercise of the ABA Method (Applied Behavior Analysis) on Self-efficacy of Mothers with Children with Autism." Based on the results of his research, Sekaringsih found

that the provision of maternal function training in ABA method training for children with autism at home has no effect on maternal self-efficacy in providing ABA method training. This Sekaringsih research only provides training to mothers by conducting pretest and post-test, whereas research by the author does, observing the behavior of educators in communicating with Children with Special Needs. [5]

- c) Abdul Hadi, et al. in collaboration with the Ministry of Women's Empowerment and Child Protection with the title "Portrait of Children With Special Needs (Children with Special Needs) in Palembang City", found that the role of the people of Palembang City in providing treatment for Children with Special Needs is still relatively small. Evidenced by the lack of community institutions or institutions that give special attention to Children with Special Needs. Research conducted by Hadi, et al. This is very common, by making the people of Palembang City the subject of research, while the research that researchers will do only focuses on education that teaches Children with Special Needs in madrasahs. [6]
- d) Adriana SoekandarGinjar (2007) for her dissertation in the field of psychology with the title "Understanding Autistic Spectrum Holistically". The research conducted by Ginjar uses a phenomenological approach, with a case study research strategy. The results of Ginjar's research show that to be able to understand an AS individual requires a holistic thinking framework, which sees each individual as a unit of neurological, biological, psychological, and religious or spirituality levels. This study only focuses on autistic children, while the research the author will do looks at Children with Special Needs as a whole in the madrasa. [7]

## II. METHOD

The research method used in this study is a qualitative method. The discussion about qualitative approaches cannot be separated from the discussion of approaches that underlie qualitative research. As views [8] that qualitative research is defined as a process of inquiry to understand social problems or human problems, based on the creation of a complete holistic picture formed with words, report the views of informants in detail, and arranged in a natural setting .

The use of qualitative research in this paper is considered appropriate and in accordance with the problems that researchers examine, because through this study researchers will find ways to manage communication and forms of communication of teachers to Children with Special Needs. According to

Mulyana, the purpose of qualitative research is to obtain an authentic understanding of people's experiences, as perceived by the people concerned. [9]

Through this qualitative research, researchers also look at every behavior or action of educators, and examine each of the words they say during the interview, so that researchers can analyze deeply between the speech and actions of the informant, by focusing attention on contexts that can form an understanding of the phenomenon that being studied, considering that in qualitative research variables are not widely known.

The informants used as the subject of the study were the teachers in the madrasah who had students with special needs, namely in MI DarulMustaqiem, MTs DarulMustaqiem, MI NurulAthfal, and MI Al Fitriyah with the backgrounds on the madrasahs that had accepted students with special needs. The study subjects were purposively selected based on their criteria and willingness to explore their experiences consciously.

There are two main criteria for research subjects (informants) in this study, namely; (1) informants are willing to give information and share experiences consciously, without coercion; (2) informants are teachers in the madrasa which are used as research locations.

The object of research in this study is the behavior of educators in treating students with special needs in madrasah, and words or expressions used by informants. The object of the research is the main or primary data source in the form of statements or expressions and actions of the teachers who the researcher made as the informants. This is as revealed by Lofland and Lofland in Moleong, that "the main data source in qualitative research is words and actions", while the rest are additional data such as documents and others.[10]

Data collection in this study uses three data collection techniques namely observation, in-depth interviews, and documentation studies.

After the data collection is complete, the data obtained is analyzed through three lines of activities that will be carried out simultaneously, namely through data reduction, data presentation, and drawing conclusions and verification.

The research was conducted in the madrasahs in Bogor including MI NurulAthfal, MI DarulMustaqiem, MI Al-Fitriyah, MTSDarulMustaqiem, from August to November 2017.

### III. THEORETICAL STUDY

#### A. *Understanding of Communication*

Communication is a basic human activity. By communicating, humans can interact to each other. No human being is detached in communication. The importance of communication for humans is undeniable, so is an organization. With good communication, an organization can run smoothly and successfully, and vice versa.

The term communication is taken from English, namely communication. This term comes from Latin, namely communication. The word *Communis* (adjective), means general and open. The verb *communicare*, means to consult, to negotiate, or to have a dialogue. Communication means an effort to people or build togetherness with others by forming relationships.

D. Lawrence Kincaid and Wilbur Schram call communication as a process of sharing information or using information together and a linkages between participants in the information process, whereas according to Carl I. Hovland [11] communication is a process when an individual (communicator) transfers stimuli (using symbols of language) to change the behavior of others (communicants). In Hovland's definition, communication is not only about delivering messages, but also changing the behavior of others.

As accordance to Widjaya [12] communication can be interpreted as a normal process of delivering messages from communicators to communicants through the right channel or media so as to produce the expected effects.

Furthermore, Forsdale states that "communication is the process by which systems are established, maintained and operated according to rules." Communication is a process of giving signals according to certain rules, so that in this way a system can be established, maintained, and changed. The word signal means signals that are verbal and non-verbal which have certain rules. With this rule makes the person who receives the signal, who already knows the rules will be able to understand the intent of the signal that is received.

Based on these definitions, essentially, communication is a process. The term process, means that communication takes place through certain stages continuously. The communication process is a reciprocal process because the sender and recipient influence each other.

There are four components in communication, namely the person who sends the message, the message to be sent, the channel or path that the message from the sender passes to the recipient, and the recipient of the message. Because communication is a two-way or reciprocal process, the output

component needs to be in the communication process. Thus, there are five basic components of communication, as follows:

- Message sender

Message senders are individuals or people who send messages. Message is information that will be sent to the recipient.

- Channel

Channels are the paths that messages pass from the sender to the recipient.

- Message Receipt

Message recipients are people who analyze and interpret the contents of the message they receive.

- Output

Output is the response of the recipient to the message it receives.

#### B. *The Definition of Education*

Education is very important and cannot be separated from life, it is absolute in life, both in the life of a person, family, and nation and state. The advance of a nation's retreat is largely determined by the decline of the nation's education. The aim of national education is the development of potential students to become human beings who believe and fear God the Almighty, have noble character, healthy, knowledgeable, competent, creative, independent, democratic and responsible as citizens. Every *madrassa* always strives to achieve that goal. Among other things by making signs, namely vision, mission and strategy and equipped with the analysis. This is all explained as the first step and a way of creating predetermined educational goals.

The law of the Republic of Indonesia Number 20 of 2003 related to the National Education System and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning the National Education Standards mandates that every education unit at the primary and secondary education levels must meet the National Education Standards (SNP) which include standard content, graduate competency standards, process standards, educator standards and education staff, standards of facilities and infrastructure, education management standards, financial standards, and educational assessment standards.

According to the notion of education is different from teaching, but often interpreted as the same item. Etymologically, "the word education that we generally use now, in Arabic is" *tarbiyah* ", with the verb" *rabba* "and the word" teaching "in Arabic is *ta'lim* with the verb" *allama*. [13]

Thus, teaching is part of education, and is a means of achieving education. Education is more concerned

with the aspect of personal formation, while teaching prioritizes the intellectual or intelligence aspects of the brain. In other words, education basically provides an opportunity for humans to shape their personality according to the nature that is in them. Through the capabilities that exist in him, then education tries to direct human nature so that it can develop optimally in accordance to the expected goals.

### C. *Understanding of Educational Communication*

In the concept of education, where humans are social beings, basically they always need other humans to work, interact, and live to each other. Education is one form of life in the means of working and interacting. Interactional education emphasizes the interaction of two parties or multi-parties, namely the teacher, students, and the environment, resulting in dialogical and interactional relationships. In the learning process, with this interactional model dialogue takes place. Teachers play a role in creating dialogue on the basis of mutual trust and mutual assistance. Teaching materials are mostly taken from the environment. Students are invited to appreciate the social and cultural values that exist in society. Interactional education emphasizes the content and process of education at once. The content of education consists of actual real problems in the community, while the process takes the form of group learning activities that prioritize cooperation and interaction between students and teachers and their environment including learning resources.

Since communication is carried out based on and aims at realizing values, then communication behavior naturally bring positive result. Therefore, ethics in communicating becomes an important part. More than that, ethical communication is a typical communication practice for human beings. The demand for ethical communication activities will increase even higher when those who communicate are the educational organizations. Public expectations of ethical communication by educational organizations are much higher when compared to manufacturing organizations.

The study has an influence on the implementation of learning, especially in setting teaching goals, understanding students, choosing teaching methods, choosing learning resources, and evaluating. Then several studies developed relating to the relationship between audiovisual media and learning that focused on students' perceptions and presentation of messages in the world of education.

### D. *Definition of Students with Special Needs*

Students with Special Needs are those who need special treatment related to their specificity. Children with special needs are now becoming a new term for the people in urban. When we understand deeper on the meaning of "children with special needs", this is not a new term. In Indonesia, the term is more popular

with the term 'extraordinary child'. Until now, children with special needs who receive considerable attention in the community are classified as Pervasive Development Disorder or Autism Spectrum Disorder.

Students with special needs according to the Directorate of Extraordinary Education (2006) are children who significantly experience abnormalities or irregularities (physical, intellectual, social, emotional, and neurological sensory) in the process of growth or development compared to other children of the same age (children normal) so they need a special education. Therefore, according to Susanto [14] if there are children who experience abnormalities or irregularities that are not significant so that they do not need special education, the children cannot be categorized as children with special needs

## IV. RESULTS AND DISCUSSION

Communication as a social science, has many forms of communication, namely interpersonal communication, interpersonal communication, intercultural communication, organizational communication, group communication, and mass communication, each of which has a specificity and object of communication. For an educator or teacher, when in the class communication tend to use group, where the teacher communicates and delivers his message in the form of many people, but also uses interpersonal communication at certain times, especially if you are facing students with special needs who need special treatment and attention.

Of the 4 madrassas in the Bogor area that were studied, researchers found two forms of teacher communication in dealing student with special needs, namely interpersonal communication and group communication. And of the 14 informants randomly selected, there were 9 teachers who made interpersonal communication to the crew, and 5 people used group communication, as if there was no difference between students with special needs and other students. This result is based on the observations made by the researchers carried out in the teaching and learning activities in the *Madrasah*.

To convey the message more directedly, and so that it is easily accepted by student with special needs students, it can be stated that it is not enough to only conduct group communication, as is usually done by the teacher to his students, in other words the teacher need to carry out interpersonal communication, namely communication among teacher and the students with special needs. Interpersonal communication (interpersonal communication) or also called interpersonal communication is the delivery of messages by one person and the reception of messages by other people or small groups of people, with various impacts and with opportunities to provide immediate feedback (Devito, 1996: 231).

Based on the understanding given by Devito, ongoing conversations between teacher and student can be included in the form of interpersonal communication. The importance of interpersonal communication is because the process allows it to take place in a dialogical manner. Communication that takes place in a dialogical manner is always better than nomologically (Effendy, 2003: 60). This is what is needed by students with special needs. The dialogue will show the interaction. Therefore, interpersonal communication is the most powerful form of communication in changing attitudes, beliefs, opinions, and behavior of communicants.

The effectiveness of learning depends on part of the effectiveness of communication. Therefore the effectiveness of a teacher in learning depends on how effective the communication is with students inside or outside the classroom. Effective communication plays an important role in the success of learning at all levels of education. Professional teachers are able to communicate effectively with students, especially students with special needs.

In our observations, the interaction of teachers and students in the class looks less effective, teachers tend to provide teaching material, not focusing on the situation of students. The interaction among the teacher and students in the classroom is instructional communication. Learning means building effective communication with students. Therefore, it is important to be acknowledged by teachers, that good teachers are teachers who understand that communication and learning are two interdependent things that reflect more on what students have learned than what they have taught, and who continuously choose and determine on what must be communicated and how to communicate it (Wrench, and J. Gorhan. 2009: 74). The point is that good teachers are good communicators and effective teachers are effective communicators.

Based on this opinion, it becomes a necessity if there is an educational institution, in this case the *madrasah* that accepts students with special needs, but does not have a teacher who understands the student with special needs condition. This will make it difficult for the teacher himself, especially for his members. Therefore, as educators, the teacher should also be able to understand the conditions and shortcomings of student with special needs in the *madrasah*, so that they can determine what form of communication they should use, what methods of learning they should do, and what approaches they do to students with special needs, so that the learning process can achieve learning goals and objectives

## V. CONCLUSIONS

The teacher must realize that students who attend the class are students with a variety of backgrounds. Students in the class are children who have different views about learning, learning goals, learning

interests and talents, socio-economic conditions, family, and student characteristics in learning. Each student has a different style and way of learning. There are students who have a visual learning style, where students are more dominant using the sense of sight in learning, both information in the form of pictures (picture learners) or in the form of writing (print learners). Students with dominant auditory learning styles use the sense of hearing, which is in the form of sounds, sounds, music or oral speech. Kinesthetic Learning Style is more dominant learning by direct practice, or through the movement or strength of feelings. There are students who are good at one subject, but weak at another. Even students in the class already have a learning experience and that experience shapes their perception of the subject. All these factors will affect how students form attitudes in communication.

Like a form of communication carried out by informants from the 4 *madrasah* in the Bogor area studied, there are two forms of teacher communication in dealing with Children with Special Needs, namely interpersonal communication and group communication. And of the 14 informants chosen randomly, there were 9 teachers who conducted interpersonal communication to the class members, namely SRY informants, AF informants, BB informants, SS informants, ER informants, AR informants, HD informants, FJ informants, and PT informants, and 5 people used group communication, namely SR informants, ES informants, US informants, DD informants, NT informants.

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