



Interpersonal Communication of Teachers and Blind Children in Introducing Early Literacy in SLB A YKAB Surakarta

Miftakhul Lutfi Fauziah[✉], Diana

DOI: 10.15294/belia.v11i1.36006

Universitas Negeri Semarang, Semarang, Indonesia

History Article

Submitted April 2022

Revised May 2022

Accepted June 2022

Keywords

Interpersonal Communication; Blind Children; Early Literacy; Supporting Factors; Inhibiting Factors

Abstract

This aim of this study is to explain how interpersonal communication of teachers and blind children in SLB A YKAB Surakarta in introducing early literacy, as well as factors that support and hinder interpersonal communication. This research is a descriptive qualitative case study research using observation method, interview and documentation methods in collecting data. Observations were made to observe the introduction of early literacy activities in the classroom, and then it continued with interviews with educators and parents. The collected documents serve as supporting data. Respondents used in this study were blind children, parents of students, class teachers and vice-principals in SLB A YKAB Surakarta. The technique used in data analysis is the theory of Miles and Huberman. The results of this study are about interpersonal communication of teachers and blind children in introducing early literacy. The introduction of early literacy in blind children teachers uses verbal, nonverbal, and paraverbal communication. Verbal communication used in the form of speech, singing and storytelling, nonverbal communication used through directives and hand movements, and paraverbal communication used through emphasis and intonation. Supporting factors in interpersonal communication to introduce early literacy to blind children are: (1) There is mutual trust (2) Openness (3) Comfortable environment. While the inhibiting factors are the condition of blind children, they are (1) The condition of students, the condition of students who are not only visually impaired becomes a teacher obstacle, the intended condition is the physical and psychological condition of the child.

How to cite

INTRODUCTION

Special education according to Government Regulation of the Republic of Indonesia No 72 of 1991 concerning Special Education aims to help students with physical and / or mental disorders to be able to develop attitudes, knowledge and skills as individuals and community members in establishing reciprocal relationships with the social environment, culture and nature around and can develop skills in the world of work or attend further education. The goals stated above are goals that have so far been used in special education from kindergarten to high school.

The definition of special-needs children according to Winarsih, et al (2013: 8) are children who have limitations or unusual, in physical, mental-intellectual, social, or emotional, which significantly influence the process of growth or development compared to other children who the same age as them. The Handbook for Handling Special-needs children (ABK) issued by the Ministry of Women's Empowerment and Child Protection compiled by Winarsih, et al (2013: 4), states that disability that is under the ABK classification which is divided into twelve categories, namely "(1) children with visual impairment (2) children with hearing impairment, (3) children with intellectual disabilities, (4) children with physical disabilities, (5) children with social disabilities, (6) children with Attention Deficit Hyperactivity Disorder (GPPH), (7) children with autism spectrum disorders, (8) children with multiple disorders, (9) children are slow to learn, (10) children with special learning difficulties, (11) children with communication disorders, (12) children with potential intelligence and / or special talent."

Distribution of disabilities at special school levels is carried out based on disabilities owned by children according to Rahardja in Yustiani (2009: 259), including SLB A for blind children, SLB B for children with hearing impairment, SLB C and C1 for mentally retarded children, SLB D and D1 for children with physical disabilities, SLB E for children with emotionally disturbance and SLB F for twice exceptional child. SLB A is the part that handles blind children, the word "*tunanetra*" in the Big Indonesian Dictionary (2008:1563), comes from the word "tuna" which means damaged or deformed and the word "blind" which means eye or visual tool. Blindness is a condition of someone who experiences several disorders at the developmental stage including sensory disturbance, disruption of social interaction and impaired

perception of learning. When measured through intelligence tests, it seems like blind people seem to have a level of intelligence that is at a level below the average of normal children, this was revealed by Kirk and Gallagher in (Mangusong, 2014: 52).

Education for children who have special needs has a legal basis, namely Law no. Article 3 of Law No. 20/2003 states that the aim of national education is to develop student's potential to become human beings who believe in and fear Almighty God, have noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The organization of education cannot be released in relation to religion. In the Qur'an, it is stated that human nature is a creature that is different from each other (individual differences). God create humans different from one another in order to be interconnected in order to need one another (Surah Al-Hujurat 49:13). The existence of students who need special education services is essentially a manifestation of the human nature as different individuals. Human interaction must be associated with efforts to make virtue. Likewise with education, this also involves interaction between teachers and students in order to achieve the goals of education and learning

Blind people are people who have impaired vision but at the stage of development have the same stage as a normal person but may have a little longer. But in the development of early childhood who experience visual impairment from birth and when they are born will experience several obstacles in each stage of its development, it was revealed by Lowenfeld in Sunanto (2017: 1) due to visual impairment causing three kinds of limitations in cognitive function, namely (1) limitations in broad terms and variety of experience, (2) limitations in moving or mobility, and (3) limitations in interacting with the environment. These limitations can be caused directly or indirectly from blindness.

The limitations of social interaction of blind children are identical to children's language ability. The language development at an early age is about early literacy in which children will be introduced to oral language, sound meaning, written language, alphabet recognition through singing and so forth. Early literacy development in blind children is basically not difference from normal people but there are differences at the beginning, namely knowledge tends to be limited due to lack of visual experience. Special-needs children have the same opportunity to obtain education, through the education; student's po-

tential will be explored and developed optimally, so there is no reason to exclude education for special-needs children (Fikriyyah, 2017: 37). This was also revealed by Linawati (2012: 24) Children with special needs are also interested in entering PAUD. All children need opportunities to learn at their highest potential in an all-encompassing environment. Children must have reasonable access to care and preparation for the need to fully participate in our country.

Early literacy is the stage or process for training children in reading. After children are ready to read and have understood one by one the letters and sounds then recognize syllables, then recognize words and finally become sentences. Introducing early literacy in children with visual impairment is the child's potential ability in learning the next things in the advanced class, interacting with the surrounding environment, and developing their potential. Activities in an effort to introduce literacy to children with visual impairments are different from normal children, because blind children will be introduced with braille letters as a medium for number recognition and an introduction to an object will be more specific which certainly requires assistance from the teacher and parents.

A research conducted by Houser (2000: 12) gets several conclusions, one of which is the communication between the teacher and his students is the relationship and programmed stimulation, which in the teacher's communication with students required a good relationship or communication relationship, the teacher understands their students need so that teachers can determine learning programs to develop children's learning abilities. Vice versa, students are expected to be able to explain the difficulties they faced to teacher so that teacher can change the way of teaching or provide repetition of the material

As for other research that discusses about interpersonal communication, Anna (2017: 124) states that when a father is willing and able to always be present in a child's growth it is able to bring a warm atmosphere in the family. This condition can foster good feelings for family members and to guide prosocial behavior in children. Interpersonal communication conducted by teacher during teaching is also expected to be able to develop students' soft skills; the teacher must be able to understand their students. This communication process is needed in the teaching and learning process, because in communication there must be reciprocity (feedback) between the communicator and the communicant. Likewise with education, it requires good communication,

so that what is conveyed, in this case the subject matter, by the communicator (teacher) to the communicant (students) can be absorbed by students optimally, so that the educational goals that want achieved can be realized, it is impossible if communication is hampered the results will be good (Hastika, 2015: 2).

Based on data obtained by the researchers at Surakarta YKAB SLB, in the TKLB visual impairment class there were 3 students and a class teacher. Those three students, each of them have deficiencies in their eyesight accompanied by other disorders, such as JM experiencing visual impairment, ZN experiencing visual impairment and physical deficiencies, and ZE experiencing visual impairment and interference with his self-control (mentally retarded). In early childhood is still at the learning stage while playing. School is a large institution in educating children. But the smaller scope and educating children is class. (Angrinianda, 2014: 3).

Dynamic interactions that occur between teachers and students can create a fun atmosphere in the learning process so that children feel happy and comfortable while learning, while the teacher is able to optimize learning in order to achieve the standard level of development achievement in their students. The purpose of this study is to find out how the interpersonal communication of teachers and blind children in introducing early literacy in SLB A YKAB Surakarta, as well as knowing the supporting factors and inhibiting factors in interpersonal communication. The eminence of this research is knowing interpersonal communication of teachers and blind children in introducing early literacy and its supporting and inhibiting factors. Research on special-needs children is still little studied so that this research hopes to provide benefits for teachers, parents and special schools.

METHODS

This research uses descriptive case study qualitative research method, because in assessing problems, researchers process data and analyze a problem non-numerically. According to Sugiyono (2016: 8), qualitative research is research conducted on natural objects, where the researcher is a key instrument, the data collection techniques are carried out by triangulation, the data analysis is inductive, the qualitative research results emphasize meaning. Based on a series of theories about qualitative research, because this type of research focuses on the description of data in the form of sentences that have a deep meaning

derived from informants and observed behavior.

The final result of a qualitative study is data obtained during the study, in accordance with Bogdan and Taylor's opinion in (Moleong, 2007: 3) that qualitative research will produce descriptive data in the form of written or oral from the people that have been observed). This research was conducted on August 8 to 31, 2019. The location of this study was SLB A YKAB Surakarta at TKLB which is located at Jl. HOS. Cokroaminoto No. 43 Jebres Surakarta, Central Java. Primary data sources are sources of data obtained directly from informants in the field through interviews and observations. In this regard, interviews and observations will be carried out to class teachers, children of students, vice-principals, and parents of students. Secondary data sources are sources of data obtained indirectly from informants in the field such as supporting documents including daily learning, learning outcomes and notes on the condition of students. The data collection techniques of this study used interviews, observation, and documentation. The data analysis techniques in this study used interactive models from Miles and Huberman. The data validity test techniques that are used are source triangulation, time triangulation and technique triangulation.

RESULTS AND DISCUSSION

Interpersonal communication, Cangara (2006: 31) states that interpersonal communication is a process of communication between two or more people face to face, which can be done in 3 forms, namely conversation, dialogue, and interview. Interpersonal communication is used in daily life, because interpersonal communication is the most basic thing in supporting the continuity of life. Life at school also requires interpersonal communication, interpersonal communication used in learning in the classroom and interactions outside the classroom. Teachers need interpersonal communication to carry out their duties as a teacher to communicate with their students.

In SLB A YKAB Surakarta as an institution that houses special-needs children, especially blind children. In school life both in learning and interactions outside the classroom, teacher uses interpersonal communication. The establishment of good and effective interpersonal communication between teacher and child makes it easy for the teacher to provide learning methods that are appropriate to the needs and interests of the child, so that the child will be comfortable in learning so that learning will take place well. Based on the results of the study, it can be explained that

interpersonal communication that exists between the teacher and students runs well, due to the number of students in each class that is not too much so that the teacher can focus on the number of students in his class. According to Iswara in Dina (2014: 112) states the introduction of letters at the beginning of learning is non-capital letters first, in academic languages called lowercase letters. Lowercase letters are introduced first because in writing many children encounter lowercase letters and many use lowercase letters

Interpersonal communication used by teachers in introducing early literacy to blind children uses several ways, this is because of the different conditions of students. As for the condition of students there are 3 people, students with the initials JM and ZN can be invited to 2-way communication, where there will always be a reciprocity or response when asked to communicate or be given a question. While students with the initials ZE are still difficult to be invited to 2-way communication, ZE still often talks alone but cannot respond when asked to communicate, where it means that ZE is still in the one-way communication phase. The interpersonal communication program of teachers and students in introducing early literacy, namely:

1) Verbal Communication

Verbal communication is communication that uses oral and written to communicate (Efendy, 2007: 46), verbal communication is communication that is often used in daily activities in terms of classroom learning, teachers use verbal communication as an intermediary to provide knowledge to their students through oral. Learning literacy in children with visual impairments begins with the teacher telling stories about what will be learned, followed by telling stories and will be followed by singing to make it easier for children to understand. Verbal communication is used by the teacher every day in learning in the classroom and in communicating outside the classroom, in learning literacy too children with visual impairments, the teacher will do a variety of ways and methods so that children understand the material being taught.

Early literacy learning is done through oral, speaking and singing. Children are introduced to the alphabet and numbers as initial capital literacy by singing to train children's memories. The introduction of numbers begins with introducing numbers 1-10 and the alphabet A-G. The introduction of letters and the alphabet to students, the teacher will always start with singing activities together, then after repeated for several

times, the teacher gives the opportunity one by one to the child to repeat the song independently with the guidance of the teacher, but in this activity for students with the initials ZE is difficult to follow because there is difficulty in two way communication, ZE often does not respond to what is instructed by the teacher and engrossed in his own activities.

2) Nonverbal Communication

Special-needs children, especially in children with visual impairment, communication that is used involves nonverbal communication or communication that does not use words, where the teacher gives an order or understanding of something through the direction of the hand because students who experience complete visual impairment. Nonverbal communication is communication using gestures such as waving, winking and so on, and using images to express ideas or ideas (Effendy, 2007: 46).

Nonverbal communication is used when the message to be conveyed cannot be understood by the recipient of the message in this case is his student. Nonverbal communication is used by teachers in introducing literacy to their students by helping to explain to children through direction and hand movements. Nonverbal communication is used by the teacher in line with verbal communication which is mainly used by the teacher in literacy learning in the classroom.

3) Paraverbal Communication

Paraverbal communication is communication that refers to how the teacher conveys something and not from what the teacher says, for example intonation of voice, pauses, pressure, and volume (Sandiwa, 2015: 7), in accordance with the observations that the teacher gives instructions and helps their students to get to know the reading board that is used as a tool for teaching beginning braille, the teacher gives emphasis and intonation during early literacy learning, as well as when recognizing letters, alphabet and recognizing holes on the reading board.

The introduction of early literacy through interpersonal interaction between teachers with children with visual impairments has supporting factors and inhibiting factors. There are several factors that support the teacher's interpersonal communication with blind children, namely (1) The existence of a supportive environment, a comfortable atmosphere in class will help students express what they feel is no exception when children feel difficulties in learning. (2) Openness, openness between communicants becomes an

important point in communication, when there is openness from both parties, the delivery of information will be carried out properly. (3) The existence of mutual trust between parties involved in communication, the confidence that exists in the parties involved in interpersonal communication is the most important factor for establishing good interpersonal communication, blind children who have confidence will make it easier for them to communicate with other people. (Grace, 2017: 75).

The inhibiting factor is the condition of students, both physical and psychological conditions; the physical and psychological conditions that exist in blind children become important points for communication. In accordance with Lunandi's opinion (2001: 85) which states the condition of the parties involved in interpersonal communication is very influential in the continuation of communication smoothly. It is also supported by Suranto's opinion (2010: 14) which states that the existence of communicators who stutter in communication causes communication to be impeded. Stuttering communicators what is meant are biological, psychological or gender barriers, in interpersonal communication of teachers and blind children, the obstacle is the finding of children who have psychological barriers so that they are a bit hindering to communicate with their environment.

CONCLUSION

Based on the results of research and discussion obtained through the data of the research result of interpersonal communication of teachers and blind children in introducing literacy in SLB A YKAB Surakarta using verbal, nonverbal, and paraverbal communication to support interpersonal communication with their students. Verbal communication used is in the form of speech, singing and storytelling, nonverbal communication used through directives and hand movements, and paraverbal communication that are used through emphasis and intonation. The introduction of early literacy to blind children through interpersonal communication, teachers find several factors that support and inhibit, obstacles that can be concluded are obstacles that originate from within the children themselves, namely (1) the condition of students, the condition of students who are not only experiencing visual impairments become obstacles to teacher, the intended condition is the physical and psychological condition of the child. In addition to the obstacles, there are factors that support interpersonal

communication in introducing early literacy, they are (1) the existence of a supportive environment, (2) openness and (3) the existence of mutual trust between parties involved in communication.

REFERENCES

- Agrinianda, Chika. (2014). Manajemen Kelas Pada Kelas Tunanetra (Studi Di TKLB Negeri Semarang Kota Semarang). *Jurnal Belia: Jurnal of Early Childhood Education Papers* (hlm. 121-125). Diunduh tanggal 1 Desember 2019 dari: <http://journal.unnes.ac.id/sju/index.php/belia>.
- Anna, Dwi Kiki. (2017). The Relationship Between the Interpersonal Communication of Father with Prosocial Behavior of Children Age 4-6 Years in Semarang. *Jurnal Belia: Jurnal of Early Childhood Education Papers* (hlm. 32-37). Diunduh tanggal 1 Desember 2019 dari: <http://journal.unnes.ac.id/sju/index.php/belia>.
- Cangara, H. (2006). *Pengantar Ilmu Komunikasi*. Jakarta: PT Raja Grafindo.
- Depdiknas .2003. Undang-undang RI No.20 tahun 2003 Tentang Sistem Pendidikan Nasional.
- Departemen Pendidikan Indonesia. (2008). Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka
- Dina, Theresia. (2014). Pengaruh Bermain Kotak Kartu Kata Terhadap Kemampuan Menulis Awal Pada Anak Usia 5-6 Tahun. *Jurnal Belia: Jurnal of Early Childhood Education Papers* (hlm. 109-116). Diunduh tanggal 1 Desember 2019 dari: <http://journal.unnes.ac.id/sju/index.php/belia>.
- Effendy, O. U. (2007). *Ilmu Komunikasi Teori dan Praktek*. Bandung: PT Remaja Rosdakarya.
- Fikriyyah, L dan Henny Puji Astuti. (2017). Management School Curriculum of Inclusion in the Kindergarten the Talents of Semarang. *Jurnal Belia: Jurnal of Early Childhood Education Papers* (hlm. 37-40). Diunduh tanggal 1 Desember 2019 dari: <http://journal.unnes.ac.id/sju/index.php/belia>.
- Hastika, Hani. (2015). Pengaruh Model Pembelajaran Kooperatif Tipe *Numbered Head Together* (NHT) Berbasis *Value Clarification Technique* (VCT) Terhadap Keterampilan Berkomunikasi dan Hasil Belajar Siswa. *Skripsi. Universitas Islam Negeri Sunan Kalijaga Yogyakarta*.
- Houser, A. B. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 207-219.
- Linawati, Ririn. (2012). Penerapan *Metode Mathernal Reflektif* Dalam Pembelajaran Berbahasa Pada Anak Tunarungu Di Kelas Persiapan Slb Negeri Semarang. *Jurnal Ijeces: Jurnal of Early Childhood Education Papers* (hlm.23-28). Diunduh tanggal 7 Desember 2019 dari: <https://journal.unnes.ac.id/sju/index.php/ijeces>.
- Lunandi. (2001). *Komunikasi Menggema : Meningkatkan efektifitas Komunikasi Antar Pribadi*. Yogyakarta: Kanisius.
- Mangusong, F. (2014). *Psikologi dan Pendidikan Anak Berkebutuhan Khusus*. Depok: LPSP3 Fakultas Psikologi Universitas Indonesia.
- Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya Offset.
- Peraturan Pemerintah Republik Indonesia No 72 tahun 1991 Tentang Pendidikan Luar Biasa.
- Rakhmat, J. (2017). *Psikologi Komunikasi*. Bandung: Remaja Rosda Karya.
- Sandiwa, Genta Loga. (2015). Peranan Komunikasi Antarpribadi Guru Bimbingan Konseling (Bk) Terhadap Ketaatan Siswa (Studi Pada Kelas Viii SMPN 19 Bandar Lampung). *Skripsi. Universitas Lampung*.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan Rnd*. Bandung: Alfabeta.
- Sunanto, J. (2017). *Anak Dengan Gangguan Penglihatan*. Bandung: Jurusan Pendidikan Luar Biasa, Universitas Pendidikan Indonesia.
- Suranto, A. (2011). *Komunikasi Interpersonal*. Yogyakarta: Graha Ilmu.
- Winarsih, d. (2013). *Panduan Penanganan Anak Berkebutuhan Khusus Bagi Pendamping (Orangtua, Keluarga dan Masyarakat)*. Jakarta: Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.
- Yustiani. (2009). Pendidikan Agama Pada Sekolah Luar Biasa (Studi Kasus Sdlb Dharma Asih Kota Pontianak, Kalimantan Barat. *Jurnal ANALISA*. Vol XVI(2), 257-270.