

Strategi Komunikasi Guru Terhadap Siswa Penyandang Disabilitas Mental (Studi Deskriptif Kualitatif Mengatasi Hambatan Komunikasi Dalam Proses Interaksi Pembelajaran Guru Dan Siswa Penyandang Disabilitas Mental di SLB Damayanti Sleman, Yogyakarta)

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ABSTRAK

Komunikasi merupakan suatu aktivitas penyampaian informasi, baik itu pesan, ide, dan juga gagasan, dari satu pihak ke pihak lainnya. Biasanya aktivitas komunikasi ini dilakukan secara verbal atau lisan sehingga mempermudah kedua pihak untuk saling mengerti satu sama lainnya, Seseorang yang mempunyai keterbatasan fisik atau yang sering disebut dengan anak berkebutuhan khusus (ABK) memiliki hak yang sama dengan yang lainnya, yaitu hak untuk menuntut ilmu di sekolah luar biasa (SLB), dalam mengatasi hambatan komunikasi pada proses interaksi pembelajaran guru terhadap siswa disabilitas mental di SLB Damayanti tentunya dibutuhkan strategi komunikasi yang baik agar tercipta proses pembelajaran yang efektif dan efisien, dalam strategi ini meliputi mengenali sasaran komunikasi, memilih media komunikasi yang sesuai, tujuan pesan komunikasi, dan peran komunikator dalam berkomunikasi. Metode penelitian ini menggunakan metode penelitian kualitatif karena menggambarkan bagaimana strategi komunikasi diterapkan antara guru terhadap siswa, penelitian ini juga menggunakan metode wawancara kepada beberapa narasumber terkait, untuk nantinya sebagai sumber informasi yang dibutuhkan, dan dimulai dari meneliti prespektif dan paradigma institusi sekolah, juga para guru SLB Damayanti soal pemaknaan komunikasi yang benar dan baik, lalu bagaimana memahami hambatan komunikasi dan bagaimana cara mengatasi hambatan tersebut, serta mendokumentasikan hasil penelitian. Melalui konsep dasar strategi komunikasi penyampaian pesan diharapkan dapat mudah dipahami oleh siswa berkebutuhan khusus (ABK), serta dengan cara berkomunikasi secara efektif dan efisien yang didukung oleh kemampuan sang komunikator (Guru) dalam menyampaikan pesan kepada komunikan (Siswa) guna memberikan pengetahuan, wawasan, dan ketrampilan diri siswa berkebutuhan khusus, disabilitas mental di SLB Damayanti.

Kata Kunci : Komunikasi, Strategi Komunikasi Guru, Anak berkebutuhan Khusus (ABK).

**Teacher Communication Strategy Against Studies With Person Mental Disability
(Qualitative Descriptive Study of Overcoming Barriers Communication in the Learning
Interaction process of teacher and Students with Disabilities Mental Disabilities at SLB**

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ABSTRACT

Communication is an activity to convey information, be it messages, ideas, and also ideas, from one party to another. Usually this communication activity is carried out verbally or verbally so that it makes it easier for both parties to understand each other, someone who has physical limitations or what is often referred to as children with special needs (ABK) has the same rights as others, namely the right to study in special schools (SLB), in overcoming communication barriers in the process of interaction between teacher learning and students with mental disabilities in Damayanti special school, of course, a good communication strategy is needed in order to create an effective and efficient learning process, this strategy includes recognizing communication targets, choosing communication media appropriate, the purpose of the communication message, and the role of the communicator in communicating. This research method uses qualitative research methods because it describes how communication strategies are applied between teachers to students, this research also uses the interview method to several related sources, to later serve as a source of information needed, and starts from researching the perspectives and paradigms of school institutions, as well as teachers. Damayanti's special school about the meaning of correct and good communication, then how to understand communication barriers and how to overcome these obstacles, as well as documenting the results of the research. Through the basic concepts of communication strategies, the delivery of messages is expected to be easily understood by students with special needs (ABK), as well as by communicating effectively and efficiently which is supported by the ability of the communicator (teacher) to convey messages to the communicant (Student) to provide knowledge, insight, and self-skills of students with special needs, mental disabilities at Damayanti special school.

Keywords: Communication, Teacher Communication Strategy, Children with Special Needs (ABK).

